**HAMILTON SAVES PRESENTS:**
Display aims to raise awareness about sexual violence
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GREEK LIFE

**STUDENT FEEDBACK**
See the results of *The Spectator's* survey on hazing at Hamilton
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**GOLF GRABS THIRD**
Golf team finishes third in the NESCAC Championship Tournament
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# THE SPECTATOR

Thursday
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Volume L Number 24

# Greek Societies Going Under the Microscope

**by Emily Gerston '11**
*NEWS WRITER*

Following the suspension of the Theta Delta Chi fraternity (TDX) last week, a task force is being assembled for next fall to evaluate Greek life at Hamilton. This marks the first official review of Greek life at Hamilton since the 1995 review that resulted in the elimination of private society housing. Hamilton currently has 19 Greek life organizations (11 national fraternities, two national sororities, and six local sororities). TDX's suspension is the first suspension of a Greek organization since 2000, when Alpha Delta Phi (AD) was suspended until the fall of 2002.

Concerns have arisen not only from TDX's violation of College policy, but also from parents and faculty in general as well. "I hear periodically from parents and faculty in particular that during the pledge period in the spring students are tired, and they express concerns about what people are being asked to do," said Dean of Students Nancy Thompson. "It's difficult for me to get specific information about that, so I think it's time for us to just take a look at the whole system and see if what people are being asked to do is reasonable and in line with College policy and put it all on the table."

Thompson further explained, "I just want to take another look and say, 'Are we comfortable with the pledging period and process, the oversight groups have, and then more generally are they contributing positively to the life of the campus? Are they living up to their own charters and their own stated goals and aspirations?'"

Brian Mizoguchi '11, former co-chair of the Inter-Society Council (ISC), said, "I think self-scrutiny is always important, especially in the case of Greek life here at Hamilton. You'd be deceiving yourself if you said that the Greek system is perfect as it is, because it's not."

Unlike in 1995, the upcoming task force will consist of mainly students, faculty members, and administrators. "A trustee committee did [the] review in 1995. Of course it had others on it, but it was dictated by the trustees," said Thompson. Thompson was unable to comment on the exact makeup of the committee for the new review because the committee has not yet been formed.

In addition to the 1995 task force to evaluate Greek life at Hamilton, the faculty voted at a 1994 faculty meeting to eliminate Greek life at Hamilton, with only one voter present at the meeting dissenting. The vote was non-binding, but it came the week before the fall 1994 trustee meetings, where they voted to keep Greek life. Thompson said she is not aware of any faculty votes opposing Greek life since the 1995 task force met.

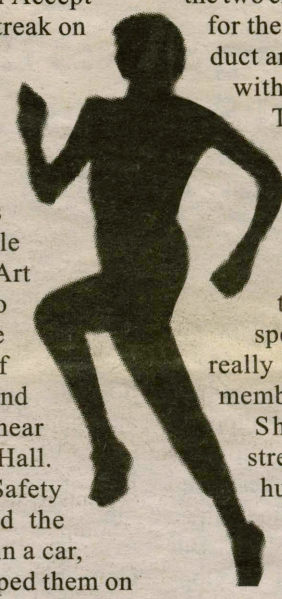
The sweeping overhaul of 1995 affected not only Greek life, but all residential life at Hamilton, resulting in the on-campus living requirement we are familiar with today. It differed significantly from the upcoming review in that its focus was on maintaining equality in the wake of the Hamilton-Kirkland

*see* ***Greek life,*** *page 4*

# *Student Streakers Receive Points for Lewd Conduct*

**by Kerry Q. Coughlin '11**
*NEWS WRITER*

Over the past year, the Hamilton administration has taken a stricter approach to one of Hamilton's well-known traditions – the infamous varsity streaking team. Campus Safety proved this point by stopping several members of the team during their annual Accepted Students' Day streak on Monday, April 19.



A female sophomore on the team said that she and two other streaking team members were stopped while changing by List Art Center, while two other members were stopped outside of the Kirkland Glen and another member near Commons Dining Hall.

One Campus Safety officer approached the three girls by List in a car, while another stopped them on foot and told them to put on their clothes and submit their Hill Card numbers.

The interviewed female sophomore was upset by Campus Safety's response. "Streaking doesn't hurt anyone. It's completely harmless and fun-spirited and is a huge tradition with a lot of campus support," she said.

The sophomore became involved in an argument with the officer. "I felt attacked [by the officer], like I was being given a moral lesson. It's one thing for Campus Safety to stop us, but another thing to yell at us or scold us like children."

The individuals caught by Campus Safety met with the Judicial Board and Travis Hill, director of residential life, on Wednesday, April 28 to review the two charges they received for the incident: lewd conduct and failure to comply with College officials. They each received four points for lewd conduct, while the charge of failing to comply was dropped. "They listened to us very respectfully, which was really nice," said a team member.

She considers the streaking team to be a huge part of her Hamilton experience and not something she wants to give up.

Another female sophomore on the team (who was not involved in last Monday's incident) agreed. "The streaking team is one of Hamilton's greatest assets. Anyone remaining unconvinced should remember back to the *Streak to Win* premiere that drew nearly a full Annex crowd and a contingency of alumni, in addition to many faculty members."

# Former U.S. Ambassadors Debate Approach to Iran

**by Kate Tummarello '11**
*EDITOR-IN-CHIEF*

"To Washington today, tough is military," said former U.S. Ambassador William Luers '51. "I say tough is smart."

A "tough" approach to Iran was the subject of the panel discussion held this past Monday in the Science Center Auditorium. The panel, titled "A New Way to Deal with Iran," featured Amb. Luers as the keynote speaker, former U.S. Ambassador Ned Walker '62 as discussant and Professor Alan Cafruny as panel chair.

The panel began with Amb. Luers, who served as an ambassador to Venezuela (1978-82) and Czechoslovakia (1983-86) as well as holding the position of Deputy Assistant Secretary of State for Europe (1977-78). Having returned from a conference in Tehran on April 23, Luers started with a discussion of his recent experiences in foreign policy towards Iran.

While contemporary policy focuses on Iran solely as a nation that can develop nuclear capabilities, Luers argued, this approach is misguided. "There is no evidence, in anything that I've seen, that the people of Iran support nuclear weapons," Luers said, recalling his recent trip to Tehran, which included time with Iran's Foreign Affairs Minister.

Luers urged that we change our agenda. Rather than focusing exclusively on Iran and it's nuclear potential, we need to concentrate on building a relationship with Iran that can be beneficial to both countries. Luers suggested a new agenda include Iran's neighboring nations of Iraq and Afghanistan, the incredibly harmful heroin trafficking that occurs in Iran, terrorism, and finally Iran's nuclear program.

To those that claim military intervention is the only option in Iran, Luers countered, "We said the invasion of Iraq was the last option. Where was the first option?"

Amb. Walker presented the opposite perspective. When discussing alternative approaches to military involvement, Walker explained that other forms of intervention have failed. "It is not possible to have effective sanctions," he explained. "They can buy their way around the sanctions."

Complicating the issue is the dependency nations like China and Russia have on Iran's oil. "People have a stake in seeing this regime continue," said Walker. Similarly, the tension between Iran and Israel makes matters more difficult. "If we don't do something, how do we know Israel won't?" asked Walker, adding that the consequences of Israeli action would be significantly more devastating than those of any action taken by the United States.

PHOTO BY ANDY RICHARDSON '10

**From left to right: Professor Alan Cafruny, Ambassador Ned Walker '62 and Ambassador William Luers '51.**

Max Currier '10 appreciated the perspectives both former ambassadors brought to the discussion. He said, "What I most enjoy about hearing from them is not necessarily their expertise about any given issue, but their understanding of how the U.S. Government bureaucracy does and doesn't work to address these issues in different ways. Without that understanding, all our opinions are just white noise."

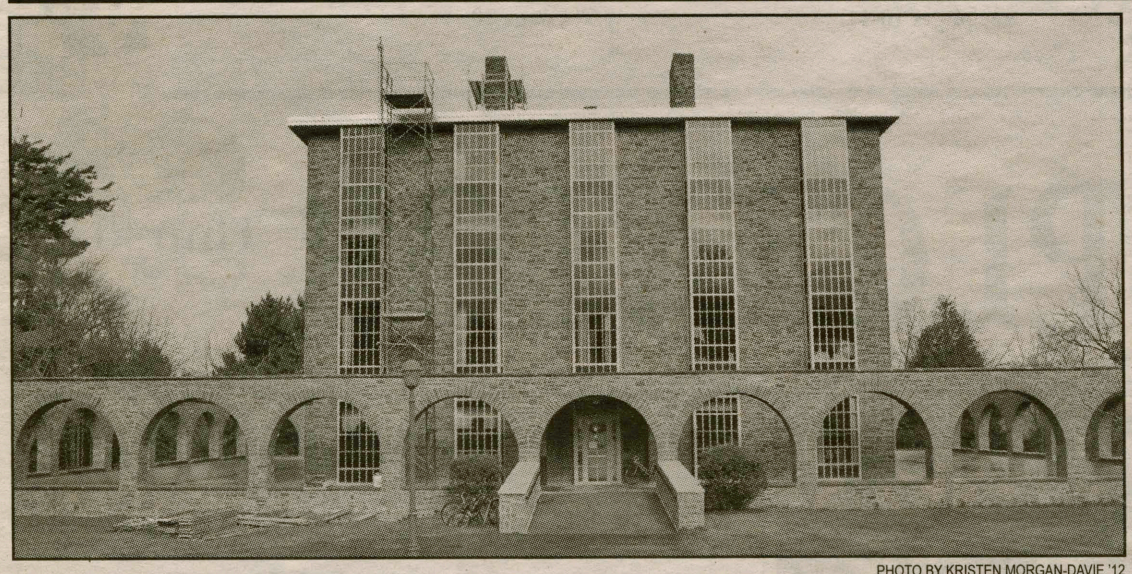


PHOTO BY KRISTEN MORGAN-DAVIE '12

**The Bristol Center was intended to serve as a social center on campus. Today, the building houses the Hub, guest rooms, the honor court room and the Spectator office.**

# Hamilton's Facade Through the Years:

## How Shifting Spaces Have Changed the College's Social Scene and Academic Landscape

**by Emily Delbridge '13**
*News Writer*

Is the Hamilton College students know today the same institution that alumni remember? Through the years, Hamilton has grown and evolved. Buildings have been constructed, destroyed and renovated since the College was first chartered in 1812. But even beyond physical development, Hamilton has changed because of the continual relocation of student and faculty housing, social areas and academic facilities.

"The Hamilton campus has been a work in process from the very beginning," said Maurice Isserman, James L. Ferguson professor of history. In only "the past 20 years or so… many buildings [have taken] on new functions – thus a salt barn became Beinecke, a stable became the Little Pub and a chemistry building became a fitness center."

It seems that every building on campus has served at least a few alternate roles in its history. Private residences have become academic buildings, fraternity housing has been prohibited and, with the addition of the former Kirkland College campus, Hamilton has indeed changed in more ways than the enumeration of physical differences on the College's map can show. The constant redefinition of buildings' functions, along with the physical growth of the College, give rise to uncertainty about whether the school has principally remained the same or whether every decade's students remember completely different Hamilton experiences.

A few major changes to the campus have had a large impact on the College. First, there is the matter of sheer growth. When Jay Williams '54, Walcott-Bartlett professor of religion, was an undergraduate here, there were only about 600 students enrolled. With roughly 1,000 more people on campus today, there has been an inevitable shift away from the intimate rural tone Williams remembers.

When asked what aspect of Hamilton's growth has been the most influential in causing this change, Williams cited the gradual institutionalization of what used to be faculty housing and private homes. The Maurice Horowitch Career Center, philosophy, and afro-latin studies buildings, and even the Farmhouse, all used to provide faculty housing. However, in an attempt to accommodate greater enrollment numbers, the College has reallocated many faculty residences as well as several previously private homes, such as the Molly Root House and the Rogers Estate, as either

*see* ***Campus Buildings,*** *page 3*

AMHERST BATES BOWDOIN COLBY CONNECTICUT COLLEGE

# NESCAC NEWS

**by Amanda Jordan '10**
*News Writer*

### *Bates College*

Bates College has been awarded a $150,000 grant by the Andrew W. Mellon Foundation. The grant is in recognition of President Elaine Tuttle Hansen's leadership at Bates and its three strategic projects, which include art, natural sciences and math initiatives, and the advancement of learning in residential settings. This last strategic project includes a Learning Commons, which aims to promote diversity and intellectual exchange in residence halls.

Upon receiving the award, Hansen commented, "Projects like these not only define a residential liberal arts education, but also go to the heart of what is distinctive about Bates. With this, we are able to jump-start the key initiatives identified through our planning process. I am personally grateful to the Mellon Foundation for this gift to Bates, and for its long-standing support and appreciation for Bates' educational mission in the liberal arts and sciences." The Mellon Foundation has awarded $1.6 million to Bates over the past three years to improve research and faculty scholarship.

### *Colby College*

Colby College has been acknowledged by the U.S. Environmental Protection Agency as a green power champion for the third year in a row. The EPA uses the total amount of green power bought by schools to rank those in the Collegiate Athletic Association. Steven Collins, a Colby spokesman, said, "Colby got into green power about six or seven years ago when we decided to buy all renewable sources. So all of our power comes from hydro or biomass." According to the EPA, Colby's use of green electricity is at 103 percent. Colby has a 100 percent green power contract and has purchased green credits to guarantee its buildings are LEED certified.

### *Bates College / Middlebury College*

"The Princeton Review's Guide to 286 Green Colleges" ranked Bates College and Middlebury College among its top 15. About two years ago, The Princeton Review added a "green question" to its "College Hopes and Worries Survey." According to *USA Today*, approximately 66 percent of over 10,000 high school students who plan to attend college and their parents said they would consider a college's environmental stance important in the selection process. Other schools in the top 15, each of which received a score of 99, include Harvard, Yale, Colorado College and the University of New Hampshire. The rankings were based on surveys looking at factors such as the overall waste diversion rate and the percentage of energy consumption composed of renewable sources.

MIDDLEBURY TRINITY TUFTS WESLEYAN WILLIAMS

# "You Have Class Where?!" Hamilton Students Seek to Expand Their Curricula at Nearby Colgate University

**by Kerry Q. Coughlin '11**
*News Writer*

Located at the very bottom of the Off-Campus Study page of the Hamilton website is a paragraph that says, "With appropriate approval, a Hamilton student may take coursework toward the baccalaureate degree at neighboring institutions during the fall and spring semesters. In recent years students have enrolled at Colgate University and Utica College."

While many students may not be aware of this possibility, those who do take advantage of this opportunity are usually interdisciplinary studies majors. This semester, Caroline Davis '11 and Julia Wilber '11 are each taking a class at Colgate as part of their self-designed concentration, Social Justice, Peace and Development.

"Julia and I were both very interested in social justice as well as a peace and conflict studies major and recognized that none of the classes at Hamilton really encapsulated what we wanted to study," said Davis. Using Colgate's Peace and Conflict Studies Department as a guideline, they have chosen related classes at Hamilton to fulfill their major.

Davis and Wilber decided to take a class at Colgate this year called Political Geography in order to supplement their major. "One of the primary reasons we decided to take this class, aside from the fact it was a part of the major, was because Hamilton was not offering the courses that we had hoped."

Davis has found the course to be tremendously rewarding. "Julia and I have grown close with our Colgate professor – he's a wonderful resource. In addition, it's nice to have access to a library that specializes in [peace and conflict studies]. We're absolutely going to maintain this connection with the professor and attend conferences on a weekly basis."

Another student who has taken a class at Colgate in recent years is Ana Maria Diaz '10. Her interdisciplinary concentration combines archaeology, anthropology and art history. "I found out about the possibility of taking a class at Colgate through my advisor freshman year who knew that at the time Hamilton did not offer any classes on Mesoamerica, one of my interests."

Diaz was able to take a one-on-one class at Colgate called Mexican Heritage and its Development. "It has been one of the best classes I have taken in my college career," she said. However, she suggested that Hamilton students take advantage of all that Hamilton has to offer before pursuing a Colgate class, unless it is "a class they have been dying to take."

All three students cited the process as being a relatively simple one. Davis said, "We needed the approval of both Hamilton's registrar and Colgate's registrar, and no one gave us any trouble along the way."

Kristin Friedel, Hamilton's registrar, said that Hamilton students who wish to take a class at Colgate first have to get the course approved by Hamilton as transfer credit and then go to

*see* ***Colgate Classes,*** *page 3*

# Student Assembly Update

**by Eve Denton '12**
*STUDENT ASSEMBLY CORRESPONDENT*

## Changes Proposed for Course Evaluations

Professors Ernest Williams, Christian A. Johnson Excellence in Teaching professor of biology, and Margaret Gentry, professor of women's studies, presented a new course evaluation form that is being considered, although it has yet to be passed by the Hamilton faculty. Williams reaffirmed to the Assembly that evaluations are taken very seriously and are used when considering personnel decisions.

The proposed changes to evaluations are relatively minor, although Gentry has been working on this project throughout the past year. The changes would clarify the confidentiality of the forms, make clear the purpose and warn against harassing or threatening statements. Gentry's hope is that the changes will help to provoke more commentary from students filling out the evaluations.

## Strategies for Limiting Noise in Library

The noise level on the third floor has been a discussion topic for Student Assembly. Carolyn Carpan, the Burke Library director of public services, contacted the Assembly for feedback on how the "Quiet Study Floor" signs posted throughout the third floor have helped, and other ways the noise level could be lowered. One member suggested keeping tours out of the library since they raise the overall noise level. Another mentioned that the ITS office on the third floor is a source of noise. Other ideas included sending a reminder e-mail at the beginning of next year to remind students of the purpose of the library, or placing a sign at the bottom of the third floor stairs reminding students that it is a quiet area.

## Safe Behavior Encouraged on C&C Day

Student Assembly has chosen to not take a stance on the Class and Charter policy being implemented, however they encourage the campus as a whole to be responsible. EMT calls did not show a large change between last year and the year before that, even with the policy changes. The only large difference that occurred on campus was the move of parties from G-Road to Eells. A member mentioned perhaps having a discussion about Class and Charter Day at the beginning of next school year, while it is still fresh in the memories of Student Assembly members. Another voiced feelings of hypocrisy in the statement issued saying no new policies would be implemented, since the requirement that all students only have Hamilton-issued water bottles is a new policy.

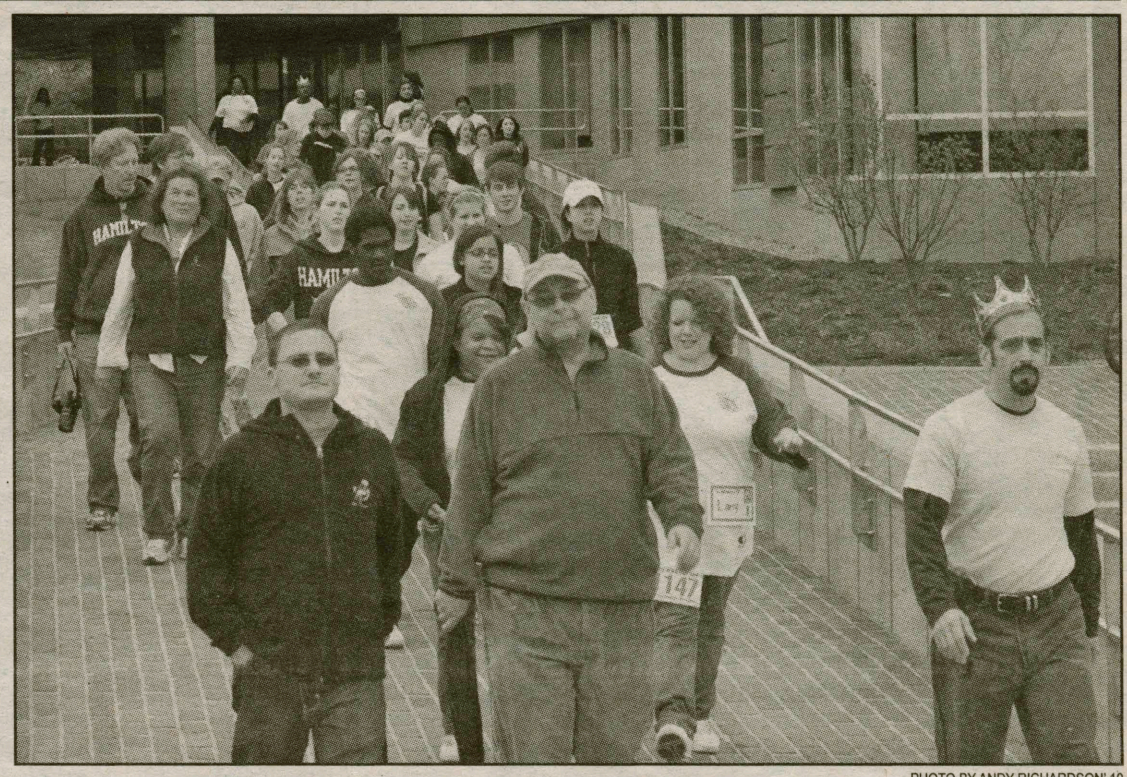


PHOTO BY ANDY RICHARDSON' 10

**Participants in the AIDS Hike for Life on Sunday, April 25, walked a three-mile course to raise money for AIDS Community Resources of the Mohawk Valley.**

# AIDS Hike Raises $39,000

**by Russ Doubleday '11**
*NEWS EDITOR*

Over 450 people participated in the 12th annual AIDS Hike for Life at Hamilton on Sunday, April 25, which raised over $39,000 for AIDS Community Resources of the Mohawk Valley (ACR). This amount, which will continue to climb as more donations come in, has already surpassed last year's total sum of $35,505.

"In a weakened economy and a year when ACR's state and federal as well as local sources of funding have been reduced significantly yet again, the funds raised at the AIDS Hike for Life are vital to the programming that keep local young people safe from HIV and other STDs," said Jeannine Murtaugh, associate director of the Career Center.

"It's a great cause," said Keith Willner '11, a member of the AIDS Hike for Life planning committee. "New York State has a disproportionately high number of HIV/AIDS cases and it's important to raise money to educate and prevent."

The 3-mile course went through the Kirkland Glen, then over to the Science Building before finishing at the Babbitt Pavilion. After the race, participants enjoyed refreshments and won raffle prizes.

Many walkers were members of the Hamilton community, but participants travelled from all over the Mohawk Valley to the Hill. Prizes were awarded for the teams and individuals with the most amount of money raised, both for Hamilton and the greater Mohawk Valley community.

Wenxi Li '10, president of the Planning Committee for the event was pleased with the community turnout for the event. Her committee began advertising the AIDS Hike for Life after Spring Break. The Hamilton community did not reach the monetary goal of $20,000 that the committee set for this year, but attributed that shortcoming to the proximity of Relay for Life.

"It was a hard year for us because Relay For Life, which is usually held in the fall this year, randomly moved to the weekend immediately before AIDS Hike for Life and impacted the amount of students, faculty and community members who participated and contributed to our event," explained Li.

All things considered, Li was still very happy with the final turnout. "This is one of the many events that has truly defined my Hamilton experience," she said. "we still had a fantastic showing of Hamilton students and community members who came out to enjoy the day and support a worthy cause."

# Hamilton Students Can Take Classes at Colgate University

*from* ***Colgate Classes,*** *page 2*

Colgate to see if there are any spaces left in the class. However, she said only a few students take advantage of this opportunity due to "a problem of transportation and fitting the course into the students' schedule."

Hamilton's Assistant Dean of Students Karen Brewer cautions students that classes taken at Colgate are transfer, not institutional, credits and therefore do not count toward the semester's GPA. "They are, however, excellent ways to expand the range of courses a student can take, especially if a department at Hamilton is small and cannot offer a range of courses or if a student is an interdisciplinary major."

As for Colgate students, Friedel said that over the last 13 years there have been 13 Colgate students to take a class at Hamilton. Gretchen Herringer, Colgate's registrar, added, "Often, students take courses that may not be available or consistently offered on their home campus. For instance, several Hamilton students have taken 400-level German courses at Colgate, and Colgate students have taken speech communication and dance or theater courses at Hamilton. But students may take any course in any discipline, provided there are seats available and the course has been approved by their home institution."

# Face of the College Changes as Buildings Play Different Roles

*from* ***Campus Buildings,*** *page 2*

academic buildings or expanded student housing.

Because fewer members of the Hamilton faculty now reside on the physical campus, there has been a substantial drop in faculty-student interaction outside of classes. As professors no longer live on campus, it is more difficult for them to attend campus concerts and other major student gatherings. As a result, there are fewer chances for faculty-student bonding to occur. Williams remembers a time when he played bridge with students in the Bristol Center, but since Bristol never became the social center of the campus – as was the hope when it was constructed –this tradition has largely died out. He hopes that the new renovation to Emerson Hall will revive some part of that extracurricular relationship he used to be able to establish between himself and his pupils.

The 1996 decision to ban fraternity housing caused an even greater shift in the social fabric of the campus. In the past, most parties on campus were held in fraternity houses. Since then, students have had to rely on the scarce social spaces provided by the College for weekend bashes. The Tolles Pavillion and Annex would have had a totally different atmosphere to students attending Hamilton before 1996, when there was no need to have a designated social space for parties.

"Of course, Kirkland was the biggest change," said Alfred Kelly, Edgar B. Graves professor of history. In 1978, Hamilton merged with its sister school, Kirkland College, which changed both the physical scope and the social make-up of the campus dramatically. On a purely physical basis, the campus nearly doubled its size. The 1970's style architecture of the Kirkland side became part of the College's physiognomy, and women joined men as students at the institution.

The recent renovations of the Science Center and the Kirner-Johnson building have helped modernize the campus and to draw more students into the sciences. However, it seems that students' experiences here on the Hill have been affected most by the fluidity of function between academic buildings and housing.

The Hamilton College of today is clearly very different from the one chartered in 1812. It is more than double the size and has more than double the enrollment figures of the old Hamilton. Yet Williams expressed that, "despite all the changes, I feel there's a real continuity here." It seems that even through all the physical and functional changes of the campus, "somehow the mood of the college [...] remains the same."

PHOTO BY KERRY COUGHLIN '11

**Working with "No More Deaths," students left water in the Sonoran Desert for immigrants crossing the border.**

# Students Work for "No More Deaths" to Aid Mexican Migrants

**by Eloise Walter '11**
*NEWS WRITER*

This spring, Hamilton students from the department of Education Studies' Borderland class traveled to Arizona to volunteer for No More Deaths (NMD). NMD is an organization that provides humanitarian aid to illegal immigrants crossing Arizona's Sonoran Desert.

Since 1997 over 5,000 illegal Mexican immigrants have died crossing the desert. Hiding by day and traveling by night, many immigrants lose their way or die from hunger and dehydration. Coyotes – paid guides who lead migrants through the desert – often take immigrants the wrong way or desert them after stealing what little they have.

Hamilton students encountered every type of situation firsthand. The trip changed their perspectives on immigration and led to eye-opening experiences that brought class material to life and aroused unexpected emotions.

Before hiking the Sonoran Desert, students spent two days learning how to conduct themselves in the desert and how to handle risky situations they might encounter. Students learned how to detect dehydration and wrap the blisters and splints migrants develop after walking through the desert. Students were also forbidden to transport migrants, give them cell phones or provide them with maps or GPS systems.

After orientation, students spent the week clearing trails, leaving water at checkpoints and providing migrants with medical aid and food. Some students encountered migrants on their journey across the desert.

Sam Doyon '12, Kate Harloe '12 and Connor Brown '12 came across nine migrants led by one coyote hiding behind the brush. The migrants were wary of the students, and scared of being tracked down by border patrol.

After telling the migrants that it was okay to come out from hiding, students checked the migrants' health conditions, gave them fresh socks and replenished their food supply.

One migrant was in such a fragile state that she vomited from dehydration after eating what students provided. The three students did not have enough water to help the migrants, who had to keep moving to avoid police.

According to Doyon, it was "eye-opening to actually see migration on a firsthand basis. I was frustrated I couldn't do more and overcome with an emotion I had never felt before and can't put a name to." Volunteers said they can only do so much for migrants making the four-day trip across the searing desert.

In another encounter, Carlos Rico '10 came across a migrant whose coyote deserted him after taking all his belongings. Rico called for medical help and sent the migrant to a hospital, where he was apparently diagnosed with kidney failure.

According to Doyon, students' experiences led to a sense of solidarity with immigrants. After his experience, Doyon empathizes with immigrants and believes that the U.S. should make legal immigration easier in order to avoid all the trouble immigrants and law enforcement agents go through.

According to members of the class, Reading about immigration and experiencing immigration firsthand are two completely different learning experiences. All students are welcome to volunteer for NMD next spring break.

# Entrepreneur Club Develops Textbook Exchange Program

**by Allison Eck '12**
*MANAGING EDITOR*

Hamilton's Entrepreneur Club is announcing the launch of its ambitious textbook exchange program this Saturday from 4 p.m. to 5 p.m. in the Science Center Auditiorium. Member Jon Piskor '13 thinks the event will be enormously popular. "It'll be a Blitzkrieg-type thing," he joked. The online program will become an important resource for students looking to buy cheap textbooks from their peers.

Several students, including Piskor and Jason Mariasis '12, who wanted to learn more about how businesses function, started the Entrepreneur Club in February. Students involved became increasingly interested in trying out their own business proposals.

"We wanted to experiment with the practical elements of business," Mariasis said. He and other members of the club created a textbook exchange program, designed to help students buy and sell their books from each other at affordable prices. "We thought that this could be a way to make a difference in the Hamilton community."

The students acknowledge the role of the campus bookstore in textbook sales. "There's a place for the bookstore, and there's a place for this," Mariasis explained. "We just felt that the current system was unfair and that students needed another option."

The website, which is entirely run and organized by Hamilton students, sorts textbook ads by school.

A visitor to the site chooses to either buy or sell a book at his or her college and may then narrow the search down by residence hall, ISBN number, or discipline. It is up to the student to find the seller and pay for the book; however, the founders of the website make this process easier by including a built-in contract that is e-mailed to the seller. After 150 days, ads terminate.

Users can list, view and respond to textbook ads free of charge. Mariasis noted that students need not create an account to reap the benefits of this program and that some students will do so only if they use the site frequently.

The club raised enough money to bring Marc Randolph, executive producer, director and co-founder of Netflix, to campus. He worked with the team of beginner entrepreneurs and gave them positive feedback on their project. In addition, Google will pay them to put up ads. The profit will go toward covering upkeep costs which will be necessary if they ever want to make changes to the site.

In a campus-wide survey the club conducted, 96 percent of students said they would use this kind of service. "It's free and convenient," Mariasis explained. "And it isn't just for Hamilton; this is for everybody. We think it will be very successful."

Besides promoting the project on Hamilton's campus, the students held a focus group at Tufts University and other informal discussions at the University of North Carolina, Boston College, Boston University, Cornell and Colgate to get them on board. However, "Hamilton is pretty much the guinea pig school on this," Mariasis said.

David Foster '10 feels that the project is a good idea. "I definitely would use a student book exchange. A few times, I have avoided the problems of using Amazon.com by using the Community Marketplace board and my Facebook status to sell my textbooks to fellow Hamilton students, but how many students actually look in those places? Unless they were already on those sites, the chance of finding a specific book would be low enough such that it would not be worth bothering, which is why a dedicated book exchange would be a much better solution for facilitating the exchange of books among students."

He also disagrees with some of the bookstore's practices.

"As an economics major, I can tell you that wasteful monopolies with high overhead costs are hardly compatible with market efficiency," he said.

"The success will depend on total community involvement," Piskor said. Eva Kramer '13 looks at it from the same perspective. "I think the new system sounds like it could potentially be useful and a good idea if enough people use it," she said.

# Administration to Reexamine Greek Life

*from* ***Greek life,*** *page 1*

merger, while next year's review will focus mainly on pledging practices.

"At the time, most of the Greek students were very angry and upset, and felt like it was going to change the landscape of our social lives," explained Magnarelli, who was president of Phi Beta Chi (PBX) in 1995. "Obviously, looking back, I think it was a really good decision. I think our Greek system is better for it. I think you can be Greek and 10 other things. You don't just have to be Greek, and I think with houses, unfortunately, that's what was happening. Students were defined by their Greek affiliation, and I'm glad that that's not the case [any longer]."

Although there has not been an official review of Hamilton's Greek life since 1995, the Coalition on Alcohol and Other Drugs submitted a report in 2004 which reviewed many components of campus life, including private societies. "We were trying to address issues of vandalism, bad behavior, and binge drinking" rather than focusing specifically on Greek life's impact on campus, explained Magnarelli.

The report had several recommendations for student organizations, including Greek societies as well as other private societies such as the Emerson Literary Society (ELS). These recommendations included requiring advisors for all organizations, an annual review of private societies, and a standardized and limited rush, bid, and pledge periods for private societies.

However, most of these recommendations were not permanently implemented, if they were implemented at all. Magnarelli said that it was difficult to find faculty to serve in advisory capacities and so it is not required, although it is still encouraged. "The annual review occurred for about two years, but became impractical to manage. It's a process I think we'll revisit next fall," she explained.

Private societies nonetheless communicate often with the school even though the 2004 report's recommendations were not implemented.

"It's not that we haven't worked with Greek organizations. Lisa [Magnarelli] does a lot with them, and we've had them submit information about what they're doing and all of that," said Thompson. "We haven't felt the need to raise the question again of, 'Are we comfortable with the rules that govern the processes that we engage in?' It just seems time to do that. There's been enough."

Both the 1995 and 2004 reports stressed the role of the ISC, composed of the leaders of Hamilton's Greek organizations, in setting parameters for private societies, but its role has since changed somewhat. "The ISC does play an advisory role to the administration based on the opinions of Greek leadership," said Mizoguchi, but "the ISC really can't make policy."

Magnarelli agreed with Mizoguchi concerning the role of the ISC in recent years, but said that "in light of the recent suspension and task force creation, I imagine the group will become active again in the fall."

The upcoming review will try to satisfy gaps left by the 1995 and 2004 reviews. Although Thompson could not guarantee that Greek life would remain at Hamilton, she said, "I'm not taking anything off the table. However, I am most interested in the duration and timing of pledging and the extent to which the system contributes positively to the educational experience of students and the community as a whole.

"There does need to be a meeting somewhere halfway where tradition can be upheld, but the welfare of students can be maintained as well. I certainly hope that such compromise can be reached for the sake of both the College and the Greek system here."

Thompson said that those organizations that are not breaking any school or charter rules have nothing to fear from these developments. "If organizations are living up to the standards of their charter, then a review like this should not be threatening at all."

*For student thoughts on Greek life at Hamilton, see pages 10-11.*

# Changing Class & Charter Day: Why Creating New Traditions Trumps Making Preventive Policies

Class & Charter Day is perhaps the most loved social tradition at Hamilton. Students have an opportunity to celebrate their achievements, relax and enjoy a day of freedom. While the atmosphere is characterized by high levels of energy, and we may push our limits on Class & Charter Day, only a select few who choose to celebrate irresponsibly end up posing a threat to themselves and others. As the College moves to modify this day of tradition, we urge them to focus their energies on activities that will better the day for the entire community, rather than focus on policies aimed at a select irresponsible few.

We realize and appreciate that it is the responsibility of the administration to ensure our safety. However, to do this effectively, the College must embrace rather than stifle the shared celebratory atmosphere. Imposing ineffective restrictions creates more of a nuisance than a constructive solution. While the College is attempting to tackle this issue from all angles, it is clear that we need to focus our efforts on providing safe alternatives to irresponsible behavior.

Class & Charter day provides the one day a year when the student body celebrates as a whole. Different ways to celebrate our achievements of the preceding year should be made available to everyone. One way Class & Charter Day can be improved is to increase the appeal of the annual awards ceremony held in the Chapel. Currently, students attend the awards ceremony only if they are receiving awards themselves or supporting friends who are receiving awards. Rather than viewing this event as an obligation, it should be an extension of the day's celebration. We can take steps to ensure that students are encouraged to and want to attend the ceremony. Student performances, by organizations like the a capella groups, would make the ceremony more inclusive and appealing.

Throughout the afternoon, students should have the option of attending a number of different activities that everyone can enjoy. This year, HamTrek and the large concert will serve this function. However, more can be done. Taking a cue from "May Day" celebrations of years past, the College could also arrange for other activities, such as inflatables and lawn games. Controlled environments such as beer gardens provide appropriate settings for those who do want to drink on Class & Charter Day.

Ultimately, we as a community need to reevaluate the legacy of Class & Charter Day and determine how we feel about the path we are currently on. We have proven that the "Charter" aspect will outshine the "Class" aspect. The administration needs to accept that Class & Charter Day is ultimately about Hamilton students celebrating their accomplishments, and give us a chance to make our own responsible decisions rather than imposing rules that will be hard to enforce and invite the resentment of the student body.

Class & Charter Day is about celebrating as a community. Unfortunately, there is a potential that this day can be ruined by the irresponsible behavior of a few students, and the administrative response to this behavior. Together, we can work to ensure that our Class & Charter Day tradition is preserved.

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*The Spectator's* Letter-to-the-Editor section is designed to be a forum for the entire Hamilton community to discuss and debate campus, local, national and global issues. Pieces published in the section express the opinion of the individual writers and are not necessarily the opinions of *The Spectator*, its editors or the Media Board.

Letters to the Editor are welcome from all students, alumni/ae, faculty, friends of the college and Hamilton community members.

Nevertheless, *The Spectator* has the following policies for submission:

1. Submissions are due by 10:00 p.m. on the Monday before publication. The editors reserve the right to refuse any late submissions.
2. Letters should be no longer than 500 words. The editors reserve the right to cut off letters at 500 words.
3. Letters submitted anonymously will not be printed.
4. The Spectator reserves the right not to publish any letter it deems inappropriate for publication.
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# One Student's Suggestions for a Safe and Exciting Class and Charter Day

**by Logan Burruss '10**
*Opinion Contributor*

Consider the cigarette butt receptacles that used to be outside the library. With the removal of these devices there were two possible outcomes: either students would miraculously begin listening to the 18 years of advice their parents had given them and quit smoking, or cigarettes would litter the entrance of one of the most popular buildings on campus. Simply put, this is the philosophy behind Hamilton College's alcohol policies.

Thus far it seems that the administration's decisions reflect their belief that making alcohol harder to find will lead students to give up or fail trying. When Hamilton became known as a major drinking school, a point system and stricter rules were installed and expected to be a cure-all. It's like treating a gunshot wound with a band-aid.

Admittedly, the administration's heart is in the right place on this matter; however, it is unclear where its brain is. This has not always been the case. Starting in 2005, the Campus Coalition on Alcohol took some steps in the right direction by raising awareness about the positive and negative effects of drinking. In particular, they wanted freshmen and students with cars to have a proper understanding of the risks surrounding alcohol, alcohol-related vandalism, and underage drinking.

However, this is where the realistic approach to a serious problem ended and perhaps the most convenient and effective examples we can use to demonstrate this pattern are the recent changes made to the traditional festivities of Class and Charter Day.

Past vandalism of some houses near G-Road and multiple students requiring medical attention on 2008's C&C Day caused the administration to eliminate G-Road apartments as a venue for all parties. Problem solved? Maybe it was premature at the time to say that their policy was a band-aid on a gunshot wound; in this case it seems that instead the administration decided to conduct heart surgery for a common case of hiccups.

This year, Hamilton's administration has actually taken one step forward and then three steps back. They decided to bring a popular band to campus in the hopes of shifting the focus of C&C Day from binge drinking to entertainment and safe fun. However, completely negating the possible results of this effort, they have banned students from holding any open containers outdoors regardless of whether or not they have alcohol in them. Instead, they will distribute college-approved water bottles.

Now students who wish to drink will either drink prior to the event or fill these school-sponsored tumblers with the cocktail of their choice. Although this is all but guaranteed, it is important that this habit not be a result of the new policy, as the research Hamilton misuses to make its decisions indicates that "pre-gaming" and imbibing mixed drinks are the most dangerous forms of drinking.

> **"Maybe it was premature at the time to say that their policy was a band-aid on a gunshot wound; in this case it seems that instead the administration decided to conduct heart surgery for a common case of hiccups."**

I want to emphasize that there is a reasonable and simple alternative, the same one that was sent to the administration and ignored last year. Bring Class and Charter Day back to G-Road. Upon doing so, eliminate the use of hard liquor by banning it entirely on this day, increasing the points students would receive if caught drinking it, and allow overage students to carry around and drink beer.

Not only would this reduce the students' tendency to drink before the concert, but it would also keep students from bringing more dangerous forms of alcohol to campus, due to the easy access of beer and fear of points. If there is continued concern with regard to vandalism on G-Road, let students use a marked section of the golf course to walk there and have a crossing guard.

Let us be clear -- I am not asking the administration to encourage or tacitly approve underage drinking. I am merely suggesting a plan that recognizes the very real dangers of unsafe drinking and responds with simple but effective measures. As with any other on-campus party, this plan would recognize that underage students are required to show proper ID and absolutely no one should be distributing hard alcohol.

Students will drink on May 7, despite the school's goal to change campus culture. However, a policy such as the one I have proposed could be a realistic step in creating an environment on C&C Day in which students could have fun in the safest setting possible. Other schools throughout the country, including our neighbor, Syracuse University, uphold this philosophy. It is a realistic and proactive approach that does not prioritize administrative liability over student safety.

I hope that students and administrators recognize this as an opportunity for Hamilton to take an initial step in the right direction with regard to alcohol policies in general, safer Class and Charter Days in the future, and bridging the gap between administrators and students to create some semblance of a respectful and responsible relationship. We should not forget that Hamilton College is a fine institution made up of intelligent and mature students. Given the opportunity to demonstrate this with guidance from the school, we can begin to forge the positive identity the administration has hoped to build and the student body has been missing.

## Thumbs Up

Psi U takes over south... again: pledging during prospie tours up 600%

AIDS Hike For Life: known to the dark side as Beyonce's surprise 9AM concert from the glen (she was later joined by Joan Hind Stuart for a rousing rendition of All the Single Ladies).

Comically long straws at the diner: allowing the everyman to reach academic inspiration from afar.

Gin n' Juice: my motivation for attending is 20% gin, 80% satisfaction with myself for forging a ticket. It's like I'm seeing Matt and Kim all over again.

## Thumbs Down

Stir Fry Gone Forever: Sure Hamilton, ease us off the stuff by making it suck for a year before you pull the plug. Taking notes from the creators of LOST I see.

Bon Apetite's "Story Behind the Food" gets cancelled: too bad, I was dying to hear the story behind that tomato sauce you call a soup.

Schizophrenic weather: great for post coital shame snuggling, awful for my weekly outdoor drinking quota.

## Who Cares?

Classics Department Plays: Sex! Lies! Ancient Comedy! Lets see, sex and lies I've had before, and I'm betting any comedy that occurs won't be intentional.

Book Drive to End Child Abuse: Reading is a good thing. Not hitting children is a good thing. Connections between ideas are good things.

Write for the Daily Bull: sure you'll have big shoes to fill, but at least they're nonsensical, unappreciated shoes that everyone really just wants to take off.

Class and Charter Day planning: If you need to plan your drunken happiness, then you're not doing it right.

*by Anthony DelConte '10, Nathan Fedrizzi '10 and Lesley Ryder '11*

**Disclaimer:** The opinions expressed in this column are purely of a satirical nature, and are not representative of the views of *The Spectator* editorial board.

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KMACARTN & RLIEB

# FACE OFF:

# Are the New Class and Charter Day Policies For Safety or Just to Save Face?

## Safety First

**by Cobus Van Der Ven '11**
*Student Assembly President*

Emergency response statistics, the administrators and quotations about the law all serve to convince you that Class and Charter Day is unsafe and unsustainable. But in the end, all these statistics and quotations are superfluous. If you have been to Class and Charter day, all you have to do is take a step back, take a deep breath, and think rationally about the day. I hypothesize that everyone whodoes this needs nothing more than their own rationality to convince themselves unequivocally that the events of previous years are dangerous. The question is not whether or not Class and Charter Day policy should change, it is how must it change.

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There is no doubt that the policies implemented this year have their downsides. However, no criticism of a policy carries any weight unless it proposes an alternative solution that is mutually beneficial. Every single policy and every single decision carries with it pros and cons, so to point out the negative aspects of a policy does nothing to present effective criticism. Therefore, it is worth considering the rationale behind the current policy, its pros and cons, as well as a look as some alternatives.

Consider the situation last year. The official policy was no open containers, however, no action was taken against people who filled up Nalgenes with vodka. So people were asked to dump beer, but were allowed to openly drink hard alcohol. Not only does this seem highly hypocritical, it left Campus Safety and the administration unable to control the unsafe behaviors any more than in previous years. Without disallowing water bottles, there is no way to curtail unsafe and public drinking. Some people have advocated allowing Campus Safety to check all water bottles. But not only would this policy only serve to increase tensions between students and safety officers, it is practically impossible to implement. There are not enough Campus Safety officers to check every single water bottle, and even if there were, it can be surprisingly hard to distinguish if something is alcoholic or not.

Even if you assumed that Campus Safety was able to regulate water bottles in this fashion, it would consume their day and leave them unable to address more serious issues on campus. Strictly disallowing water bottles is a much simpler policy.

It is an individual's responsibility to behave appropriately, but the administration that is liable for what happens on Class and Charter day. Therefore, the unsafe behavior must be controlled, and the events of last year leave no other viable option. When the risks of the behaviors are serious injury or death, it is not only the responsibility but the obligation of the people in charge to do something about it. To paraphrase Winston Churchill, "Democracy is the worst form of government except for all the other ones." The same can be said of this policy. Although it has negative aspects, there is no other way to ensure a safe Class and Charter Day.

Ultimately, the new policy does very little to actually inhibit the celebratory aspect of the event. We are celebrating the end of classes, the achievements of our peers, and the coming of spring and summer. We have a concert to go to with an enormously popular band, and a day with no classes in the afternoon. The only change is that the unsafe and illegal behavior from previous years will not be tolerated, and the only way to enforce this with any degree of success is by not allowing water bottles.

## Forsaking Tradition

**by Shelley Sauerhaft '12**
*Opinion Writer*

When I first came to Hamilton, I was regaled with stories of Class and Charter Day, the Streaking Team, and other evidence that set this small liberal arts school apart from the countless others that each student rejected in favor of Hamilton.

I understand that the administration is constantly worrying about lawsuits and keeping freshmen feet away from fires, but let me make one thing clear: By slowly phasing out the Class and Charter festivities each year—last year it was G-Road, now it is large gatherings and anything that holds liquid fun—the school is not only veering us towards a far-from-liberal school, but also ruining what made Hamilton College distinct.

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What will the new Class and Charter day rules next year be? My guess is giving Campus Safety a Hitler-like power trip to keep large groups from gathering, or maybe telling students they can only drink out of certain pre-approved Hamilton provided water bottles that wouldn't last anyone past breakfast. Oh wait, those nightmares already came true.

The Hamilton that I have come to know and love (most of the time) can only be described as beige and boring in comparison to the Hamilton that existed fifty, forty, thirty, twenty, even ten years ago. The administration puts more stock in avoiding bad publicity and lawsuits than they do in honoring the history of Hamilton College.

I chose this school because my Accepted Students Day consisted of watching the streaking team and seeing Hamilton as a school that prided itself on not succumbing to societal constraints.

Apparently the school that so many of us envisioned when applying to colleges no longer exists. In its place stands a Campus Safety officer chasing the streaking team into the woods in order to punish them for the same thing that tour guides brag about to prospective students in order to show high school students we are not just another small, northeast liberal arts college.

Class and Charter Day is a tradition, and in my opinion, a necessary one. It is the only day of the academic year when everyone comes together to celebrate the survival of a year of papers, and essays, and tests (oh my!) before the insanity of finals week arrives.

Simply put, I don't care what rules the administration (that really needs to just knock a few back themselves and relax) implement for Class & Charter Day.

I am still going to drink extremely heavily and probably puke in the bushes before the concert even starts, as will most people who partake in this "holiday."

Only with these bullsh*t new rules about only drinking from provided water bottles while outside, the school is asking for even more emergency calls.

The school is forcing people to binge drink in private and possibly overdo it, which is even worse than simply drinking too much. Too many restrictions on students just looking to celebrate their accomplishments beg for insubordination.

Moral of the story: faceless Hamilton College bureaucracy, you are destroying what makes Hamilton Hamilton, so please please PLEASE hop off Class and Charter Day. We want to feel connected to past generations of Hamiltonians. Keep our traditions alive.

# Letter to the Editor:

## Re: Fact-Checking and the Face Off

I am surprised by the lack of fact-checking presented in the Face Off in the April 22 issue.

Neither side of the Face Off included Kathryn's full name. Though true that the blurb on the Facebook page "Why deny a student her major?" does not include her last name, looking through the group's members or a search of the Hamilton directory for seniors named Kathryn would've led to her.

Beyond providing a full name rather than just referring to the student as "Kathryn," finding her would have provided a source of information that would allow the writers to understand the full story behind why she was denied her major, as well as inform them of her actual major, which is not named in either side.

**"Beyond providing a full name rather than just referring to the student as 'Kathryn,' finding her would have provided a source of information that would allow the writers to understand the full story behind why she was denied her major..."**

My understanding is that the rule preventing Kathryn from receiving her math major is designed to ensure that Hamilton students gain a comprehensive liberal arts education, so that a student cannot double major and minor in three closely related subjects. The idea is a good one; a well-rounded education is an advantage to those applying for grad school or jobs. However, the rule does not prevent a student from simply double majoring in two closely related subjects, and therefore does not push a liberal arts education as well as it is intended. In some cases, the rule does not even apply.

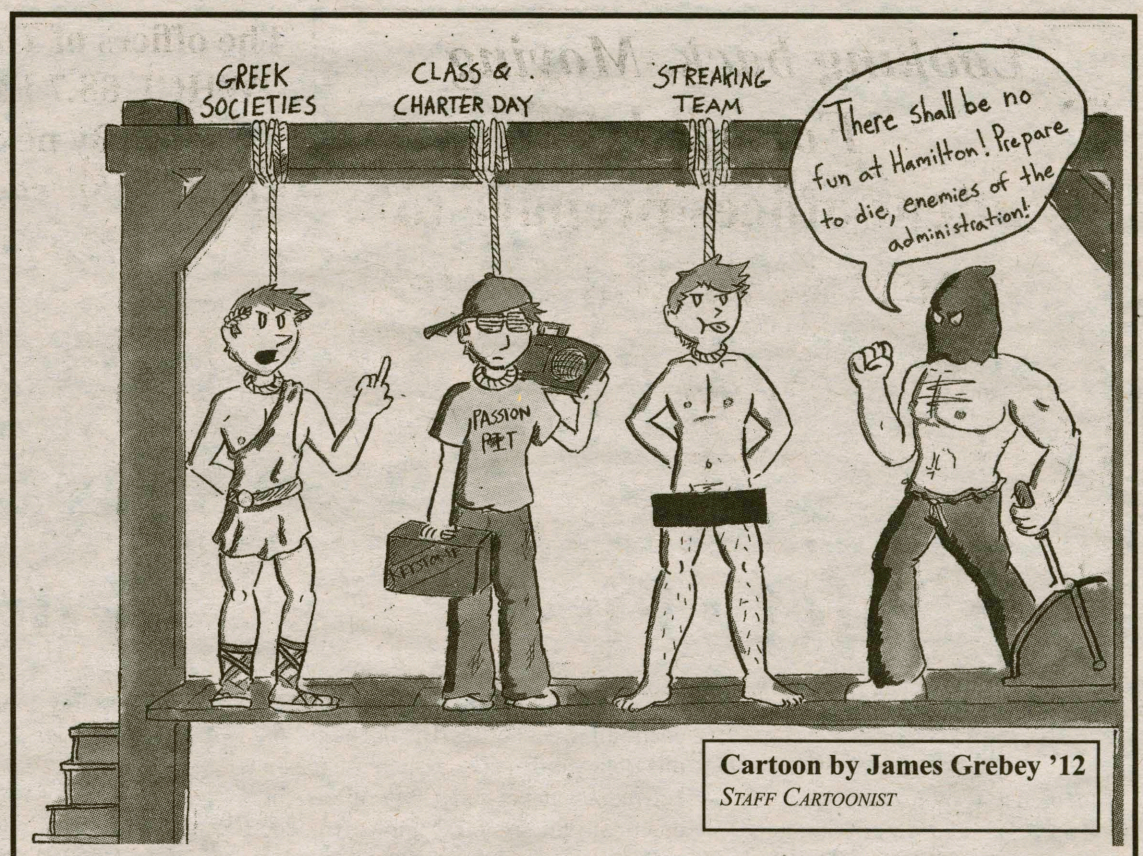
As a friend of Kathryn's, I know that she has not focused solely on three subjects. In addition to her chemical physics major, her comparative literature minor and the mathematics major for which she qualifies, she has studied anthropology and Russian. Can it truly be said that she has not gained a liberal arts education?

Kathryn is not seeking to be an exception to the rule in place, nor is she "making a show of all her accomplishments and therefore diminishing others' achievements," as claimed in Mr. Lander's side of the Face Off. The rule is flawed and needs to be changed, not solely for her sake, but for any student who may end up in her position. It is not inhibiting students from focusing on two closely related fields and is preventing others from being recognized for the work they have done.

Furthermore, Paul Lieberstein may have started out with an economics major and ended up as a comedy writer, but his case is not every student's case. There are many fields that require a background in a specific subject. Could someone become a doctor having never studied biology or anatomy? Could someone with no background in English or education be an effective English professor? Sometimes careers are not related to majors, but that does not mean that they don't matter.

In the future, a little more research would prevent articles based on unsubstantiated assumptions.

Sincerely,
Jessica Brown '12


GREEK SOCIETIES
CLASS & CHARTER DAY
STREAKING TEAM
There shall be no fun at Hamilton! Prepare to die, enemies of the administration!
PASSION PIT

**Cartoon by James Grebey '12**
*Staff Cartoonist*

A tad bit worried about a paper?
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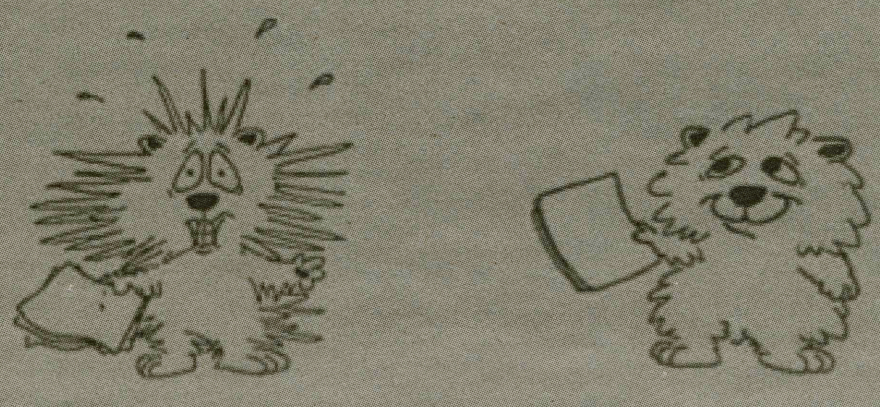

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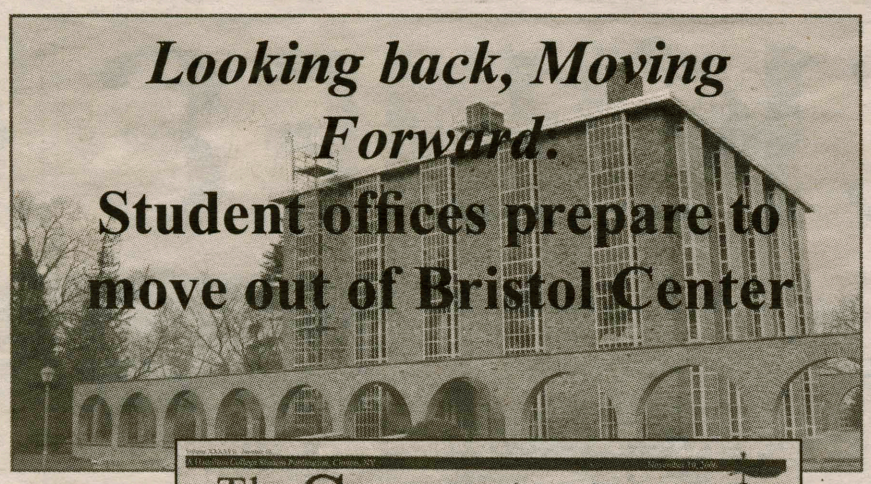
# *Looking back, Moving Forward.*

## Student offices prepare to move out of Bristol Center



**The offices of *The Spectator* and the college radio station WHCL 88.7 FM have long been located in the Bristol Center. By next fall, both will have moved to the new ELS. *The Spectator* presents a last look at the homes and history of these two campus institutions.**

**Above and below right, WHCL headquarters in the Bristol basement. Left and below, *Spectator* highlights campus developments and controversies from the past 20 years of publication.**



PHOTOS BY KRISTEN MORGAN-DAVIE '12

# FROM WHERE I SIT

HAMILTON'S INTERNATIONAL PERSPECTIVES

## *Who's Teaching Whom?*

### *Hamilton students teach refugees in Utica*

**by Bianca Dragan '10**
*Senior Editor*

Utica is far from being the most prosperous city in the United States. For the refugees at the Mohawk Valley Resource Center (MVRCR), however, Utica is the beginning of a new life, or, as Reader's Digest called it, "Second Chance City."

"Refugees from all over the world are remaking themselves in a new place and with a new language" said Katy Lafen '10.

"English is the key," added Sara Venjohnn '10, "but it makes for a rocky road ahead when every day brings a new language struggle."

Hamilton College recognized the language difficulties of the refugees in the Utica community and became involved in a close partnership with the MVRCR through initiatives such as Project SHINE and the two TESOL Education Studies classes that are offered by the English for Speakers of Other Languages (ESOL) program. Lafen and Venjohn are two of 12 seniors who will complete the Seminar in Teaching English to Speakers of Other Languages at the end of this semester.

In two weeks they will receive the Hamilton College ESOL Teacher Certificate of Completion. After graduation, some are going to continue teaching English to speakers of other languages in countries including the United States, Costa Rica, Russia and Thailand.

The TESOL seniors feel confident pursuing their interest in teaching, as they have gained an experiential and theoretical understanding of how to facilitate an ESOL classroom. Lindsay Berman '10, who is going to teach in New Mexico with Teach for America next year, stressed, "People are not born good teachers. There are concrete methods, attitudes and ideologies that lead towards good teaching."

Ron Wai '10, who is going to teach English in Costa Rica, explained that he had "to rely on connecting with the student without words, which was a challenge. You have to figure out how they think and what they believe you are explaining. With native speakers, we use more words to explain things when somebody doesn't understand. With refugee learners, we have to use less."

"We came out with a different perspective as English native speakers," agreed Laura Brantley '10.

Not all Hamilton students in the class are native English speakers, however. Ana Maria Diaz '10 explained how she sometimes adds an "e" in front of a word that starts with "st" or "sp," reminiscent of Spanish. She caught herself teaching her students "estar" for "star" one time. A Burmese refugee speaking English with a Norwegian or Colombian accent makes for a truly "international" accent.

Venjohn stressed that in spite the difficulties of learning a foreign language, English "brings people together."

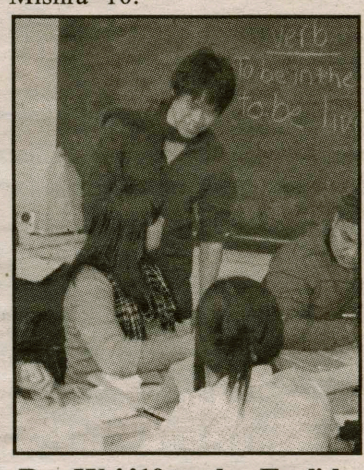
Oscar Lied '10 confessed that he has "rarely seen so much motivation to learn English."

Brantley added, "Each word out of our mouths is a drop of gold."

Katie Dilyard '10, who has been awarded a Fulbright Teaching Assistantship to Russia, explained, "It is amazing how open and seemingly happy these students are despite their refugee status in a place where the culture is foreign, as well as the language. One man from Iraq told me about how he lost his family and lived in a tent for three years before coming to the United States. Yet he still comes to class with a smile on his face and he is an active student. Same goes for the Burmese refugees."

The students remarked that it is difficult for the refugees to support themselves and it is very important for the Hamilton community to offer its help.

"I think that they are a great addition to the community, but they definitely need our help to get settled," said Sitanshu Mishra '10.



**Ron Wai '10 teaches English.**

The ESOL department sells traditional handmade bags made by a group of Burmese refugees to help them make a living. Don't be surprised if you see President Stewart wearing hers on campus, as she was one the first to get one. If you are interested in purchasing a bag, stop by the ESOL office located in Buttrick Hall to see the Burmese bags ($15 each) in a variety of colors. Your small contribution can make a big difference for the refugees living in the Second Chance City they now call home.

PHOTOS COURTESY OF PROFESSOR BARBARA BRITT-HYSELL

**Members of ESOL Seminar in Teaching English to Speakers of Other Languages (TESOL) with immigrants and refugees at the Mohawk Valley Resource Center.**

# GREEK LIFE AT HAMILTON

## *The Spectator* Survey

Following an article on the TDX suspension in the April 22 issue of *The Spectator*, we sent out a survey to all students asking for feedback on Greek life at Hamilton. Of the 255 respondents, a third (85) identified themselves as members of a Greek organization.

### How would you gauge the College's response to the hazing allegation brought against TDX and its leadership?

- Too lenient: 9%
- Moderately lenient: 13%
- Appropriate: 43%
- Moderately strict: 15%
- Too strict: 20%

### Do you think hazing is a serious problem at Hamilton?

- Very serious: 23%
- Moderately serious: 49%
- Not serious at all: 28%

### How would you characterize the influence of Greek organizations on campus?

- Extremely negative: 8%
- Negative: 14%
- Both positive and negative: 48%
- Positive: 14%
- Extremely positive: 16%

### How can the College better enforce its anti-hazing policy?

"Most of the hazing that occurs happens without the College's knowledge. I don't think that the College really enforces the anti-hazing policy unless there is a blatant and obvious instance of hazing on campus that is brought to their attention. I also feel that, like enforcing the hard alcohol-policy, there is not much the College can realistically do to enforce anti-hazing policy."

"Go after the fraternities, but not the individuals who are currently president of the organization, as I don't believe that one person can entirely control the organization. I think frat-wide penalties are more appropriate and potentially can influence the culture of hazing more effectively than individual repercussions."

"Let it be. People are making this a bigger deal than it should be. Without fraternities/soroities the school's social scene would suck and I would transfer. Take a chill pill."

"Better define "hazing" and expell those who break the rules."

"Don't close its eyes to the obvious, I guess. Probably every student on campus knows that hazing occurs, so I dont see how the College can be so blind."

"The College needs to stay away from actions against greek organizations unless a pledge is harmed. This school without Greek life will not be the same Hamilton College that everyone loves. There will be nothing to do socially at Hamilton because no one will want to take the risk of being a leader in a greek organization due to the penalties the TDX leadership received."

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"Let's catch up with our progressive counterparts and cut Greek life."

"The ideal way to enforce anti-hazing policy is to remove greek organizations from campus. However, due to a strong and wealthy alumni group I understand this would be quite difficult. The only other way would be to shorten the pledging time period."

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- Yes: 17%
- No: 68%
- Other: 15%

"By the College's definition, yes, but by the College's definition the work load for many of my classes constitutes hazing as well. By any clear and appropriate definition, I have certainly not experienced hazing."

"I think that questions like this are difficult because you are not going to receive accurate answers. Members of Greek societies tend to be fiercely loyal to their society - especially after pledging. And after what happened with TDX nobody is going to divulge information that could in any way harm their society's place on campus."

"Yes. Mostly the hazing that I experienced consisted of sleep deprivation and psychological stress. Although the activities that we did as pledges were harmless and even meant to be fun at times, they were extremely time consuming, stressful, and sometimes incredibly inconvenient, so much so that getting school work done was extremely difficult and sometime impossible. Furthermore, the group mentality that pledging breeds makes quitting the pledge process almost not an option as this would make it even harder on the other pledges, many of whom are friends that depend on you."

"Under the schools definition of hazing, yes: sleep deprivation, extreme time commitments, mildly uncomfortable situations... none of these things were scarring, rather they contributed to a bonding experience. I agreed to these and think people should have the choice to partake if they want."

"Yes I have. Honestly, it sucked at the time, but looking back even immediately after, I knew it was worth it. I think that if done right, certain types of hazing can really foster a group identity in a good way. I do believe that certain types of hazing need to be cracked down on, and that maybe it is a good idea for societies to be nervous about getting in trouble, but I think that the school should be a little more lenient in regards to the things that do not physically endanger pledges."

"Yes I did. And even though I'm not going to tell you what I had to do, I will say that while it sucked it created an unbreakable bond between my entire pledge class. So before you debbie downer fun suckers ruin everything that's good with Greek life, know now that it creates friendships that are on a level that you have never experienced."

"Pledging is an important part of the greek process, and it is essential for establishing a unique bond. While it is important to allow Greek societies to create their own pledging traditions, hazing is not necessary in the pledging process. There are a few societies on campus that strictly uphold an anti hazing policy, and it is unfair to negatively stereotype all organizations."

"Greek life entails hazing. It should not be a big deal, if you don't want to be hazed don't sign up for a frat or sorority. It's that simple."

"I got 'hazed' by my athletic team. Mostly it just involved drinking more than I would have had I been dictating my own pace that night. I would say in the end it was a good time though, I was forced to step outside my comfort zone and in the end all it led to was a bad hangover and a couple extra laughs."

"Honestly 'hazing' is not the right word to use for most of the Greek bonding activities. It is much too strong of a word with negative connotations. A lot of the activities may not be fun, but in retrospect I don't think any accepted member of a fraternity or sorority regrets any of them. Furthermore, in my 'hazing,' there was never a time where I was forced to do something. I always had the option of saying no."

"One of my best friends pledged and I've seen what hazing does to people. For all of pledging she was constantly worrying, nearly always in a bad mood, and there were multiple occasions when she came to me in tears."

"Under the definition of our student handbook, yes. However, the definition itself is extremely flawed. It is inclusive to the point of being nonsensical. It is framed in an extremely slanted manner, much like the above questionnaire. And its paternalistic tone is an embarrassment. The School's policy on hazing has led to the failure of its enforcement and a witch-hunt for the most benign of its "violators." So yes I suppose I have been hazed in a greek organization, just like I have been hazed by athletic teams, family and friends. Whenever there is exclusivity, determined by some degree of adversity and achievement allegations of hazing can be made."

"Extreme drinking for all involved. There was no way out without losing friendships."

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### Greek life by the numbers

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# GREEK LIFE C

## *The Spectator* Survey

Following an article on the TDX suspension in the April 22 issue of *The Spectator*, we sent out a survey to all students asking for feedback on Greek life at Hamilton. Of the 255 respondents, a third (85) identified themselves as members of a Greek organization.

### How would you gauge the College's response to the hazing allegation brought against TDX and its leadership?

- Too lenient: 9%
- Moderately lenient: 13%
- Appropriate: 43%
- Moderately strict: 15%
- Too strict: 20%

### Do you think hazing is a serious problem at Hamilton?

- Very serious: 23%
- Moderately serious: 49%
- Not serious at all: 28%

### How would you characterize the influence of Greek organizations on campus?

- Extremely negative: 8%
- Negative: 14%
- Both positive and negative: 48%
- Positive: 14%
- Extremely positive: 16%

## How can the Colleg

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# αT HαMILτON

## ge better enforce its anti-hazing policy?

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"Go after the fraternities, but not the individuals who are currently president of the organization, as I don't believe that one person can entirely control the organization. I think frat-wide penalties are more appropriate and potentially can influence the culture of hazing more effectively than individual repercussions."

"Better define "hazing" and expell those who break the rules."

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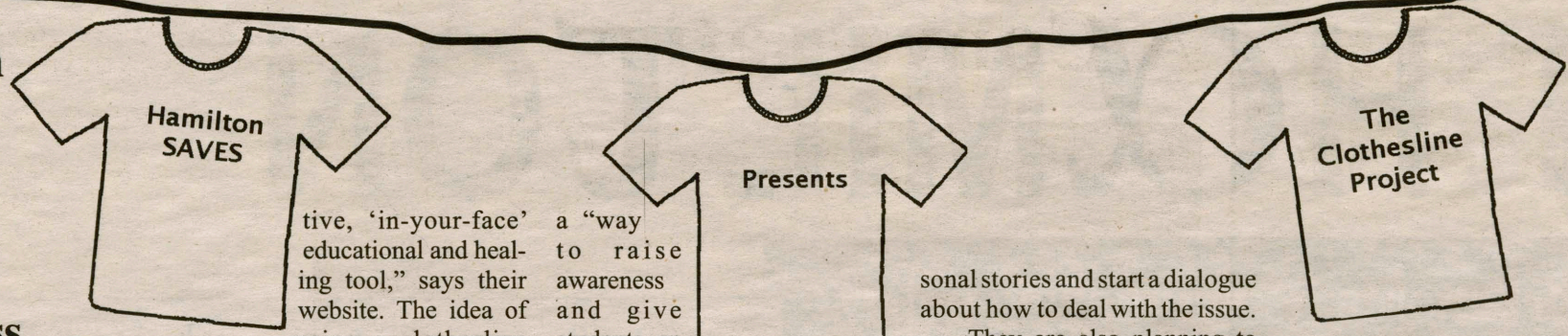
# Hamilton SAVES display aims to raise awareness about sexual violence.



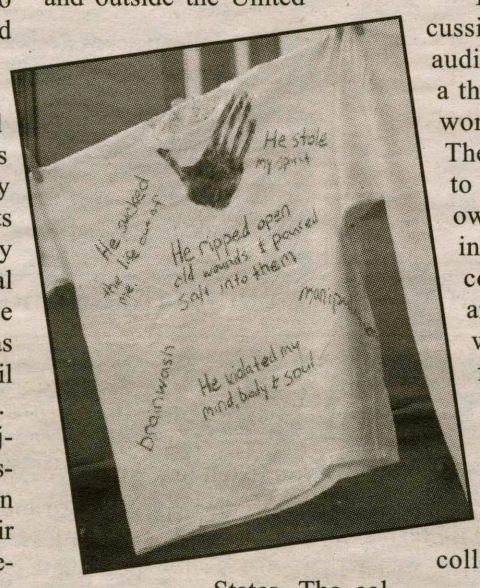

**by Meghan Woolley '13**
*Features Writer*

What can a clothesline do to combat sexual violence and assault? According to the Clothesline Project, it can act as a means of expression and awarensss. The displays in Opus 1 and II, brought to campus by Hamilton SAVES, feature shirts made by women affected by domestic violence and sexual assault in an attempt to raise awareness of these issues. It was on display from Tuesday, April 27 through Thursday, April 29.

The purpose of the project, according to www.clotheslineproject.org, is to give women an opportunity to "express their emotions" and to "provide awareness about sexual and domestic violence, hate crimes and child abuse."

The Clothesline Project was founded in 1990 in Cape Cod by a group of women who "wanted to find a unique way to take staggering, mind-numbing statistics and turn them into a provocative, 'in-your-face' educational and healing tool," says their website. The idea of using a clothesline developed from the belief that doing the laundry was traditionally women's work, a concept the project's creators turned on its head to empower women.

Today there are about 500 Clothesline Projects both inside and outside the United




States. The collection displayed at Hamilton belongs to the Mohawk Valley YWCA and was made by women from the surrounding communities.

Noelle Niznik, North Side director and co-chair of Hamilton SAVES, described the project as a "way to raise awareness and give students an opportunity to see what's happening in the community and on campus." Because the shirts are very visual and on display in two locations, she hoped all students will have the chance to see them.

In addition to sparking discussion and awareness in their audience, the shirts also have a therapeutic function for the women who decorate them. These women have the chance to tell their stories in their own way and display them in a silent protest that both confronts sexual violence and gives support to other women who have suffered from it. Next year Niznik hopes to have Hamilton students decorate their own shirts to display as either a separate collection or as part of the YWCA's collection.

As part of Sexual Assault Awareness Month, Hamilton SAVES has been hard at work on a number of other projects as well. On Wednesday, April 28, the group held a panel discussion about sexual assault that gave community and campus members the chance to tell personal stories and start a dialogue about how to deal with the issue.

They are also planning to host a showing of "Speak Out and Stand Up: Raising Awareness about Sexual Assault," a 25-minute documentary narrated by Kristen Stewart. Niznik hopes that this and other events will serve as a platform for discussion. "Before SAVES this was not really being talked about, and it needs to be. This is happening on campus," she said.

Hamilton SAVES is also thinking of plans for next year, including a possible peer advocate program that would train students to provide advice and support and to guide victims of sexual assault through the reporting process.

They are also hoping to create a bystander training program, in conjunction with the athletic department, that would help students to step in if they see a dangerous situation developing. Hamilton SAVES members have also been seeking feedback on Hamilton's sexual assault policy and reporting process. One major goal is to utilize the Hamilton website to make information more accessible.

Two of Niznik's overarching goals are to increase awareness among new students and to emphasize the relationship between alcohol and sexual assault. She hoped that by using different approaches it will be possible to reach different groups. She chiefly "wants to encourage people to talk about it, to confide in someone and seek support."

ALL PHOTOS BY NICHOLAS KELLER-SARMIENTO '13

# Trustee Corner: Elizabeth McCormack

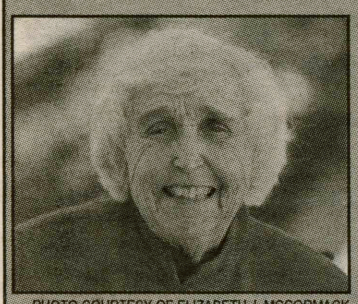


PHOTO COURTESY OF ELIZABETH J. MCCORMACK

**by Nick Stagliano '11**
*Features Contributor*

Few people have had lives as interesting as Elizabeth McCormack's. When asked to talk about her life, she said, "That's too long," and went on to add, "Well, we can go through it quickly."

"My life, until the mid-1970s, was in education," McCormack said. Her career in education began at the Academy of the Sacred Heart, a private secondary school where McCormack taught and acted as headmistress and continued at Manhattanville College, where she was dean and then president from 1966 to 1974.

McCormack left the Order of the Sacred Heart in 1974 and became a philanthropic and educational advisor to the Rockefeller family.

McCormack's involvement with Hamilton began with Kirkland College. "When I was still at Manhattanville, [former chairman of the Kirkland College Board of Trustees] Walter Beinecke came to see me and invited me to be on the board of Kirkland College, which was a great honor that I accepted gladly."

Soon after joining Kirkland's board, McCormack found herself transitioning to Hamilton's board as a result of the merger of the two colleges. "I had been on the Kirkland board for maybe two years when it became very clear to me that Hamilton would not be able to keep paying Kirkland's debts. Kirkland was raising money, but not enough money, and they were not able to promise us when they would be a free-standing institution. As a result, the struggle of the merger had to be gone through."

Though it was difficult at the time for all involved, McCormack acknowledged that there were benefits to the merger: "The arts were very prominent and central at Kirkland, and they were not at Hamilton. The merger brought a new and important strength to Hamilton." McCormack added, "Not many men's colleges became coeducational by merging with women's colleges. Some began by taking a few female first-years, but taking the whole of Kirkland was a great thing."

After the merger of Kirkland and Hamilton was effected, McCormack and other Kirkland trustees joined Hamilton's board and were the first women to ever serve on it.

McCormack described her idea of the role of a trustee: "I had learned on the Kirkland board and also as the president of Manhattanville the role of a trustee of a college. I think that the most important first step is for a trustee to understand the type of institution of which he or she is a trustee. The kind of institution it is has a large influence on the role of the trustee."

Trustees must also learn, McCormack noted, the role of the different parts of an institution, including the board itself, the administration and the faculty: "The faculty are the college, and the students are the college. The trustees are the governing board, but if they're going to do it well, they must understand the central role of the faculty.

"The most important role of a board is to employ a president, to support that president and, if for any reason a wrong choice is made, to replace that president. Other than that, the role is to oversee, to make policy, but not to manage. That is a big mistake that some boards make. Boards can't manage."

McCormack added, "The general role of the board is to support the organization in every way, including financial support, so that the institution will be better able to become a better institution."

Hamilton has a special place in McCormack's heart, as does its board: "Of all the many boards I've been on – non-profit, educational, corporate – the best one is Hamilton. It's a great board because it's a great institution."

Her experience as a former college president gives McCormack an interesting perspective on board service: "I sometimes will ask the president 'What do you need from the board?' or 'What do you hope will come out of this upcoming meeting?' I think that because I was a college president, I understand first that the president needs the board, and that the president often knows better than the board how the board can be helpful."

McCormack, who recently turned 88 years old, continues to serve on the boards of numerous institutions and non-profit organizations. Since 1980, McCormack has been a trustee of the Asian Cultural Council, a non-profit organization in New York City that supports cultural exchange between the United States and Asia. McCormack joined the Asian Cultural Council at the request of John D. Rockefeller III, the founder of the organization, and has been its chairman since 1992.

McCormack's counsel has been sought by institutions and individuals in the fields of education, philanthropy and the arts for more than 30 years. The words of President Joan Hinde Stewart reflect the seemingly unanimous opinion of anyone who has ever worked with McCormack: "The respect that Hamilton trustees feel for Elizabeth is matched only by their affection for her. Her contributions to discussion are shaped by vast experience, immense wisdom and profound humanity."

# Weekly Charts

## MUSIC
*(billboard.com)*

### Top Songs

1. B.o.B. feat. Bruno Mars––"Nothin' On You"
2. Rihanna—"Rude Boy"
3. Train—"Hey, Soul Sister"
4. Taio Cruz feat. Ludacris—"Break Your Heart"
5. Lady Antebellum—"Need You Now"

### Top Albums

1. Justin Bieber—*My Wolrd 2.0*
2. MGMT—*Congratulations*
3. Lady Antebellum—*Need You Now*
4. Usher—*Raymond V Raymond*
5. Coheed and Cambria—*Year of the Black Rainbow*

## MOVIES
*(imdb.com)*

1. *How to Train Your Dragon*
2. *The Back-Up Plan*
3. *Date Night*
4. *Losers*
5. *Kick-Ass*

## BOOKS
*(New York Times "Best Sellers")*

### Paperback Fiction

1. *The Girl With the Dragon Tattoo,* by Stieg Larsson
2. *The Girl Who Played With Fire,* by Stieg Larsson
3. *The Last Song*, by Nicholas Sparks
4. *Little Bee*, by Chris Cleave
5. *The Host,* by Stephenie Meyer

### Non-Fiction

1. *Conservative Victory,* by Sean Hannity
2. *Are You There Vodka? It's Me, Chelsea,* by Chelsea Handler
3. *Three Cups of Tea,* by Greg Mortensen and David Oliver Relin
4. *Eat, Pray, Love,* by Elizabeth Gilbert
5. *My Horizontal Life,* by Chelsea Handler

# A Conversation with Clementine

WWW.MYSPACE.COM

**by Taylor Coe '13**
*Arts & Entertainment Editor*

Under his musical moniker Clementine Is My Sunshine, Jonathan Wu '13 has been recording and performing music for the past five years. Arriving on Hamilton's campus in January after a semester at the University of Toronto, Wu has already made an impression on Hamilton's music scene, playing a number of common room concerts as well as opening for The Morning Benders at the IMF concert on April 17. I recently had the opportunity to sit down with Wu and ask him a few questions.

*What inspires you to write music?*

People call me a very positive songwriter in terms of the things I like to sing about—but the way I see it is when I sing these things I'm really talking to myself. I usually write these songs when I'm in a very low point in my life and it's kind of like, "Come on! Pick it up! Try to keep your head up." And that's kind of where a lot of my songs come out of. And also just…girlfriends…parents…life…

*How do you go about writing songs?*

It's a mess. Sometimes I get kind of this riff going or a progression that I like and I'll add a melody over it. Sometimes I have a melody in my head and I'll try to find the progression and the key that fits best for my voice. Sometimes I have words first…so it's just whatever. But I've been thinking about that recently. The best representation I can think of is…you know *The Old Man and the Sea*?

*Yes. Hemingway.*

Yeah, so basically the old man goes out, catches this big fish he can't see for the longest time, tries to reel it in, finally reels it in, bring it back, but by the time he brings it back it's just bare bones. It's not what it was before. [laughs] I feel like that's a really good image of the creative process. A lot of the times when I start—in the shower or some random place—I hear this awesome piece in my head and then, as I start trying to translate it into a song—words and progressions—things get taken away and it just loses some of it's umph. At the end it's just totally different…like the bare bones of what you had before, but you've just got to hope that that's good enough.

*You've lived in Hong Kong, Toronto and here at Hamilton. Do you think that international experience has any effect on your music?*

I think the biggest thing about living in so many different places or being more of an international type of kid growing up is being exposed to a lot of different music. And that's helped me be more open-minded in the way I record and the way I write. I know if you listen to all the songs I have right now it doesn't really sound like I try different genres or anything. But when I practice writing—on my laptop or something—I make an effort to do attempt at various styles…it's just so far all these different styles I've been doing haven't been the best [laughs]. I've been most successful with my folk/pop sound. But I make an effort to write a lot of different kinds of music.

*You've opened for a number of big acts. Who have you opened for and what were those experiences like?*

Okay. Avril Lavigne, Jose Gonzalez, Feeder, and a couple big names in Hong Kong. And now the Morning Benders! In that group, I enjoyed opening for Jose Gonzalez the best just because he was very kind. He made an effort to come talk to me and shared his experiences with touring and making music whereas Avril Lavigne…that was a good experience in terms of I got to play in a massive arena in front of 13,000 people but she…like when I went out to soundcheck, her PR lady came up and said, "When Avril gets here go in your room because she doesn't like people talking or staring at her."

*But you were the opener!*

Exactly! At least come say hi or something. So, yeah, I enjoyed Jose Gonzalez the best. And Feeder, it was a festival setting, so I didn't really get to talk to them, but I did slip a CD to their drummer.

*So what was your favorite performing experience?*

I guess my favorite performing experience would be opening for Avril Lavigne. For one thing, it was in front of 13,000 people. Another thing is I really had to win the audience over…I mean, they were Avril Lavigne fans in the first place so it was tough. A lot of people were like, "What the f—k?" in the first couple minutes. I got a couple boos, which was encouraging for some strange reason and made me calmer. A lot of "We want Avril" chants. So I just bantered and talked back to them, which was fun. So I think that was the best experience just because I was playing for so many people who didn't necessarily expect to hear me, which is a great experience for a performer.

*What are your plans for a musical career after college?*

I would like to continue playing either by myself or with a band. Make enough money to support myself. My ultimate goal is to make a living out of it. To live with the title of a "professional singer songwriter." Popularity isn't so much on my mind right now. I don't need to be on billboards. I just need to make enough money so I can keep playing music. At this point in my life that's all I really care about. If I could do that, I'd be happy and I could live that way. Even if critics hate me, whatever. If people are paying for my music and I could keep doing it, then I'd be happy.

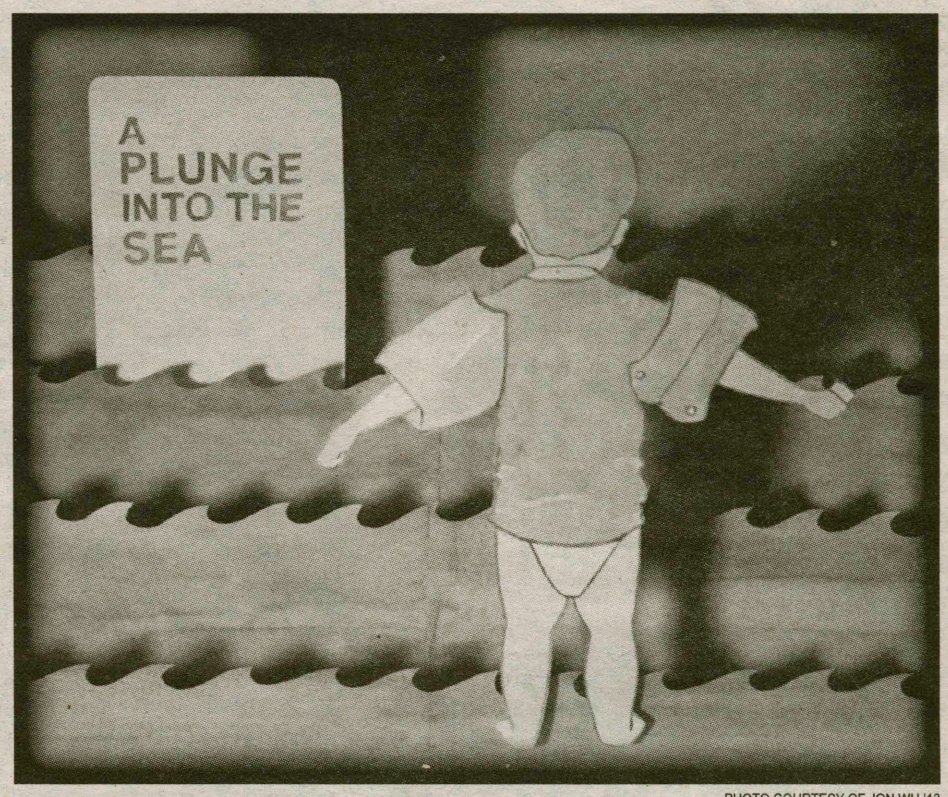



PHOTO COURTESY OF JON WU '13

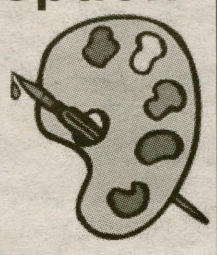
**Clementine Is My Sunshine's third album, *A Plunge Into the Sea*, delves into Jonathan Wu's trademark folk-pop sound.**

# A&E upcoming events

## Friday

**Senior Art Show 2010 Opening Reception**

Emerson Gallery
@ 4 p.m.

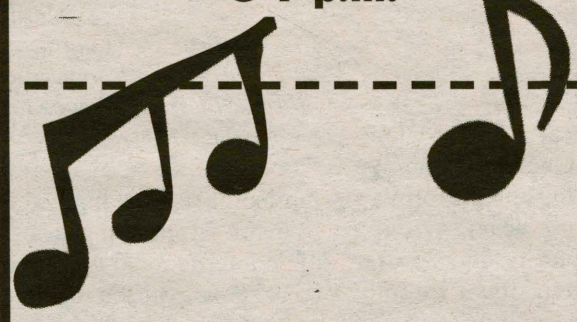


**Student Dance Alliance Choreography Show**

Blood FItness Center
@ 7 p.m.

## Saturday

**Buffers Invitational Concert**

Chapel
@ 7 p.m.

**Hamilton College Orchestra Spring Concert**

Wellin Hall
@ 8 p.m.

## Tuesday

***A Sneak Among the Greeks & The Brianna***

Events Barn
@ 7:30 p.m.

Productions presented by Professor Gold's Ancient Comedy class

## Wednesday

**Untitled @ Large Presents**

**Private Lies**
**by Noel Coward**

List 106
@ 10 p.m.

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# Wellness Fair Showcases the Local Health-Related Options for the Hamilton Community

**by Rebecca Shields '13**
*SCIENCE & TECHNOLOGY WRITER*

Need a massage to take your mind off the end of the semester? Even though massages and other wellness activities are offered by local businesses, most students are not aware of their options. To help spread awareness about these organizations, the College hosted a "Wellness Fair" to better acquaint Hamilton students with local businesses that could help their physical and mental health. Among the attractions were free massages from local spas, signups for athletic events, health tests and screenings to help students learn more about their own fitness.

The activities showcased at the fair ranged from music therapy to fly-fishing. All of the booths had something unique to add to one's health. For example, the Time for Me Day Spa offered free 10-minute massages. One of the massage therapists previously worked at the Blood Fitness Center at Hamilton and added, "I love to come back and show our relaxing work."

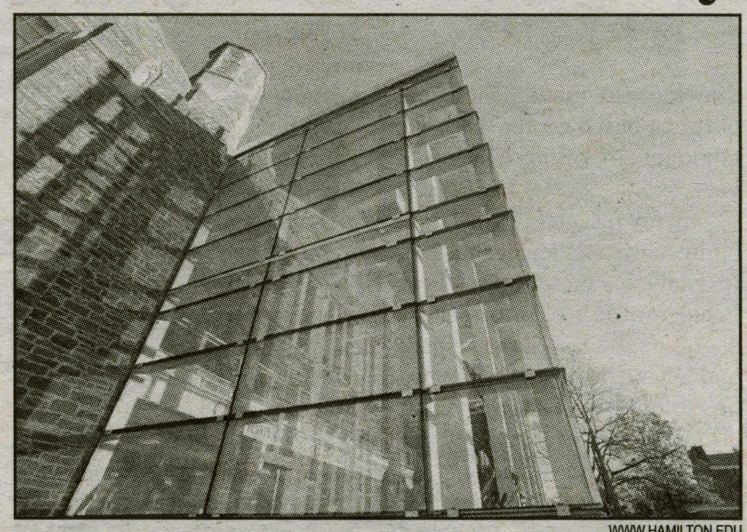
Dr. Adam C. Ellis of the Ellis Chiropractic Group provided free nerve testing. "We use this unique device that can show how the muscles and nerves in your back are working…It only takes about one minute and we can tell if there is extreme tension that can affect your back and nerve or muscle damage." College students have to be aware of stress and tension, especially at the end of the year. Chiropractic treatment offers an easy way to help relieve some of this built-up tension to avoid muscular problems down the road.

Jennie Rose Barlow is the outreach coordinator of the Central Association for the Blind and Visually Impaired. "We're a nonprofit organization that works with people who cannot see well or are blind live a normal life. And it's not just older adults, but people your age and even children. We actually work closely with the Counseling Center [at Hamilton] for anyone that has trouble with vision. We can work with them and translate textbooks and assignments to Braille or large print for them." The association is always looking for new volunteers and interns to help clients with their shopping, transportation, school, or even reading the newspaper.

I had the chance to meet with Brad Grady, son of longtime Hamilton hockey coach Chris Grady and organizer of The Shawn Grady Memorial Fund. Some of the proceeds raised by HamTrek are used to support the Memorial Fund. Grady explained what he is trying to accomplish.

"The Shawn Grady Memorial Fund helps families in dealing with a child with a life-threatening illness, such as cancer or leukemia," he said. "I started this memorial fund in the remembrance of my brother Shawn Grady. He died at the age of 16 from cancer and it not only affected our family, but also the community.

"Being a family with three children other than Shawn is difficult as it was, but even more so because of his cancer. He had to travel all over the east coast for treatments, while my brothers and I still had sports practices and school functions to go to. Our fund offers families money to offset financial hardships that come from having a child with a life-threatening disease…We have raised over $1 million dollars since the starting of this memorial fund. And this is our second year with HamTrek, and last year we raised over $1500." Grady came out to support HamTrek, which also had a booth at the fair, and raise awareness of the memorial fund on campus.



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**The Blood Fitness Center recently housed the wellness fair, which encouraged students to take advantage of the health and wellness options in the community.**

The Wellness Fair was a way for the Hamilton Community to get to know what options they have locally for health and fitness. Free health screenings, body fat calculators and nerve tests allowed visitors to become aware of their health and state of their body. Free massages, music therapy and talks with Director of Outdoor Leadership Andrew Jillings about exploring the Adirondacks offered options to relax and help students' bodies. Boot camp and HamTrek signups gave people an opportunity to exercise and get outdoors and back in shape. Volunteer and memorial organizations, such as the Central Association for the Blind and Visually Impaired, allowed people help others in their community with physical needs. The fair was a great way to help students become more familiar with the local community as well as increase their awareness about their own fitness and well-being.

# Neuro. Candidate Discusses Possible Benefits of ADHD

**by Julia Litzky '12**
*SCIENCE & TECHNOLOGY EDITOR*

Poor diet and lack of exercise are generally blamed as the cause of obesity, diabetes and heart disease. However, Michael Frederick, a candidate for the visiting professor position in the Neuroscience Department, presented an additional explanation. In his talk titled "Are We 'Programmed' Before Birth?: How Early Development Can Shape Adult Physiology & Behavior," Frederick discussed how low birth weight and prenatal environment is correlated with a variety of disorders including obesity and ADHD.

WWW.DAILYMAIL.CO.UK

**Frederick's research suggests that birth weight may impact both schizotypy and impusivity.**

According to Frederick, obesity may be the result of a fetus developing in a nutrient-poor environment and then entering a nutrient-rich world. If developing fetuses do not get enough nutrients from their mothers, signals are sent to the fetuses that they will be entering a world where food is scarce. Their physiology will then be set to adapt to and survive in this world; they will have a slower metabolism and store more fat than those who did not develop in a nutrient-poor environment, and will also be smaller at birth.

While these adaptations would allow an individual to survive better in a world that was truly nutrient-poor, the modern world is full of fast food and easy access to calories. Therefore, the adaptation ends up increasing the risk of obesity, heart disease and diabetes in those who were low birth weight babies.

Evidence for the relationship between prenatal nutrition and later health problems can be found in the Dutch Hunger Winter. During World War II, the Nazi's decided to

*see* ***ADHD****, page 16*

ACADEMICS.SKIDMORE.EDU

# *Professor Profile: Physics, Researching Dark Matter*

WWW.HAMILTON.EDU

**by Natalia Connolly**
*ASSISTANT PROFESSOR OF PHYSICS*

*This is part of a series on the research our professors pursue outside of the classroom. It is intended to further the Hamilton Community's understanding of the scientific and academic community we have on campus.*

***What is your specialty in your field?***

I am an astrophysicist/ cosmologist.

***What research question(s) are you currently interested in?***

My current research has two main dimensions. One is understanding so-called dark energy, a mysterious energy component of the universe that was discovered only about 10 years ago. It turns out that most of the universe (70 percent) is dark energy (for reference, "normal" matter that we think we understand at least to some extent is only 4 percent). It was discovered using Type Ia supernovae, which are giant stellar explosions.

All Type Ia supernovae are assumed to be exactly the same, and so we can use them as "standard candles" -- objects that have a known intrinsic brightness, so that we can tell how far they are by how bright they appear. They are also very bright, so we can measure distances to very far-away galaxies that contain Type Ia supernovae. Knowing cosmic distances allows us to understand what the universe consists of and how it evolves.

My dark energy research is focused on better understanding Type Ia supernovae. There are several projects that are currently in progress in my lab. One is figuring out new ways of selecting Type Ia supernovae more efficiently. For example, future generations of Type Ia supernova surveys (especially space-based ones) will have to quickly identify Type Ia supernova candidates among all kinds of supernovae of other types, without wasting valuable telescope time.

My collaborators and I have developed a new way of doing so. Another class of projects that I am currently working on has to do with understanding the crucial assumption that all Type Ia supernovae are exactly alike. This is the assumption that allowed cosmologists to use them as "standard candles" and to discover dark energy. However, we know now that there are some "anomalous" Type Ia's. This is bothersome, since we are

*see* ***Profile****, page 16*

# Professor Profile: Natalia Connolly, Physics
# The Nature of Dark Energy in the Universe

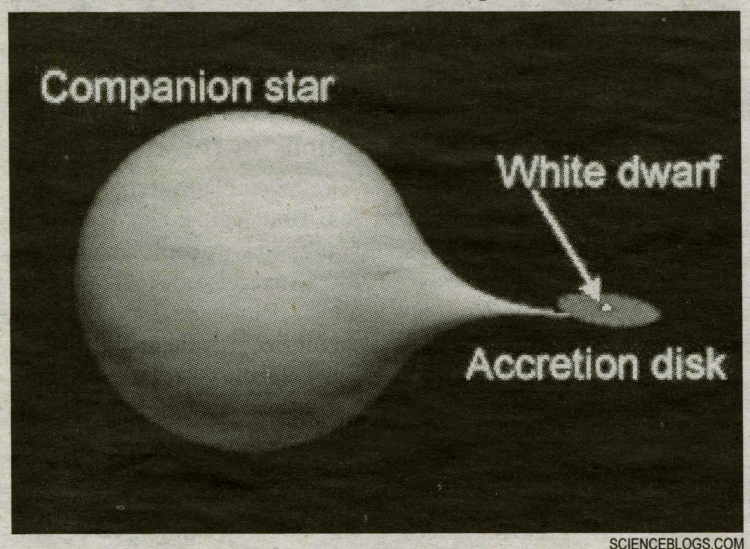
*from **Profile**, page 15*

drawing very fundamental conclusions based on the assumed homogeneity of these supernovae.

In my research, I am developing new statistical techniques for analyzing the spectra of Type Ia supernovae in order to identify possible sub-classes and perhaps understand their origin. Finally, this summer I am starting a new project where my students and I will be exploring new ways of extracting very faint supernova signals from astronomical images.

The second aspect of my research has to do with understanding galaxy evolution. Specifically, I am looking at galaxies that are very bright in the infrared. They are typically mergers of two galaxies that collided; but their exact nature and evolution are still largely unknown. My collaborators and I have recently applied novel statistical techniques to a sample of such galaxies and produced what we believe is a fundamental evolutionary plane for these objects, telling us the phases these galaxies likely go through.

One project my students and I are currently working on is extending the sample to include galaxies that are much further away than those considered in our original work.



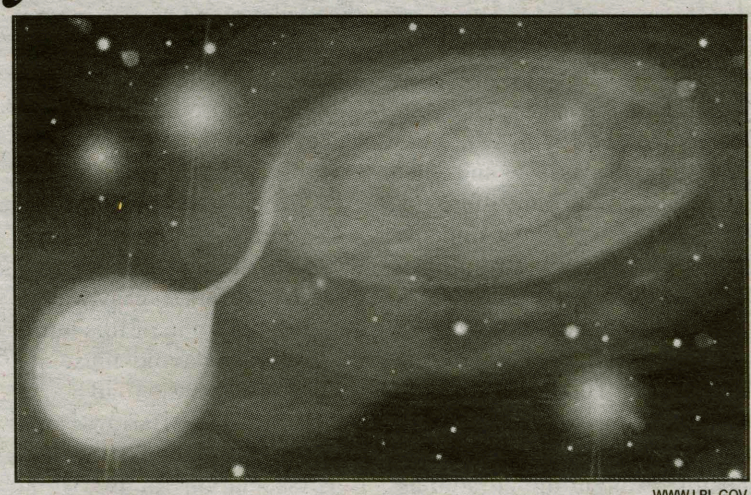

SCIENCEBLOGS.COM

**Connolly studies type 1a supernovae, which occur when a white dwarf star absorbs a companion star and collapses.**

***Why are you interested in these questions?***

Dark energy is probably the single largest mystery of modern cosmology and astrophysics. It was never predicted by any theory, its existence does not follow from any fundamental principle of nature -- it was simply discovered by experiments. Understanding the nature of dark energy may lead to a complete reevaluation of what we think we understand about the way the Universe works.

Understanding galaxy evolution may not sound quite as important, but galaxies are fundamental building blocks of the universe and figuring out how they came to be the way they are is fascinating and crucial for building a complete picture of the Universe.



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***What methods are you using to answer these questions in your lab?***

Because my research focuses on developing and applying new statistical techniques to astronomical datasets, most of my work is heavily computational. I use data from external telescopes, both space- and ground- based ones, such as the Spitzer Space Telescope, the Hubble Space Telescope, and the Sloan Digital Sky Survey Telescope in Apache Point (New Mexico). I then apply sophisticated data analysis techniques to the data, which tends to be very CPU-intensive. I have a small computing cluster here at Hamilton, and I also use external computing resources such as the National Energy Research Scientific Computing Center at Berkeley and the TeraGrid supercomputing cluster.

***What impact do you hope your work will have?***

I certainly hope that my work will contribute to a better understanding of the universe we live in!

# ADHD, Schizotypy May Have Benefits

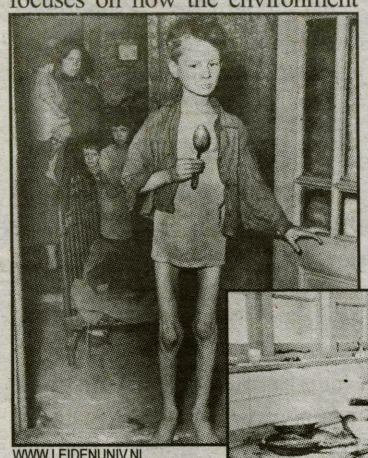
*from **ADHD**, page 15*

punish the Dutch for resisting Nazi rule by rationing food. Although pregnant women were given enough calories to survive and carry their infant to term, these infants were severely undernourished for a few months of their development.

Several studies have examined the possible effects of malnutrition on the children of these mothers. Not only do they have a higher incidence of obesity and heart disease, but they also have higher levels of schizophrenia.

Frederick's research, however, focuses on how the environment in the womb affects ADHD and schizophrenic symptomatology, and how these disorders could give individuals an evolutionary advantage. Specifically, he found that the impulsivity associated with ADHD is more common in those who were low birth weight babies. Additionally, he found that people who were low birth weight babies had a more schizophrenic symptomatology, such as hearing voices and having hallucinations.

This symptomatology, however, seems to have an advantage in terms of reproduction. As part of his study, he asked college-age men and women to report how many people they had had sex with, which he used as a measure of evolutionary advantage in reproduction. Those men who were more impulsive and had more schizophrenic symptoms reported higher numbers of sex partners. Frederick suggests that this could be the evolutionary benefit of both ADHD and schizophrenia symptoms.



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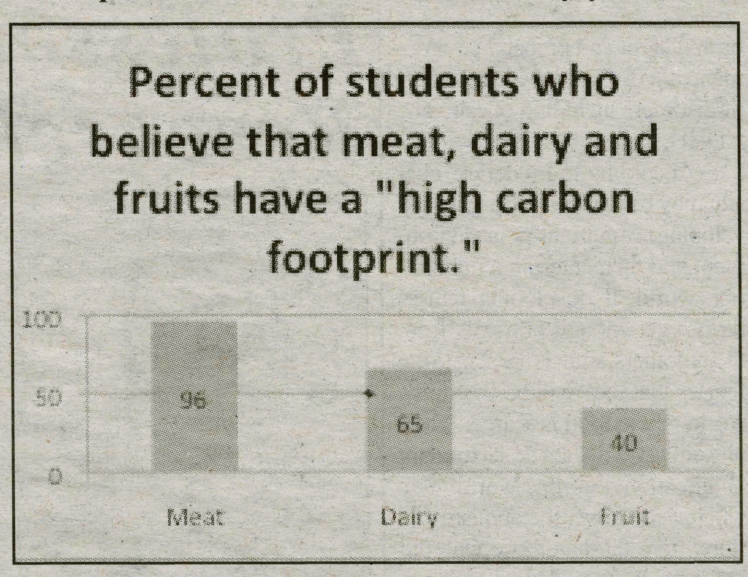
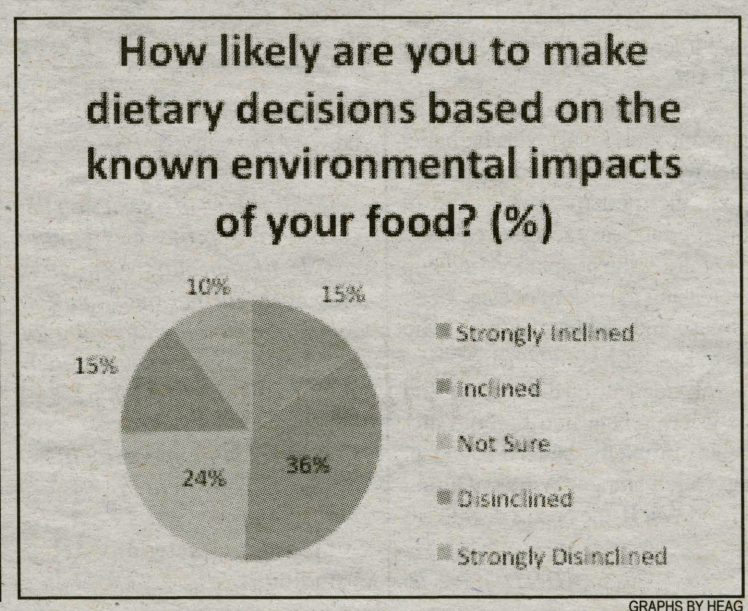
**Children born to mothers who were pregnant during the Dutch Hunger Winter are more likely to suffer from obesity, heart disease and schizophrenia.**

# Green Week Survey Results:
## How Much Do Hamilton Students Know About the Enviornmental Impact of their Diets?

**by HEAG Members**

**In response to the recent Green Week survey, you said...**




GRAPHS BY HEAG

**Here are the facts:**

**Meat**

"18 percent of greenhouse gas emissions" are from the meat industry. That's more than all transportation combined.

*– New York Times*

**Dairy**

"Dairy cows produce methane when digesting… Methane has 25 times the impact of carbon dioxide" on global warming.

– Cornell University

**Fruit**

Be aware of the transportation methods of your food and their country of origin. Bananas flown on a plane from Ecuador will have a high carbon footprint. However, it is important to realize that distance does not always equate to a high carbon footprint. You must also be aware of harvesting and land-use practices.

Here's a general rule of thumb for maintaining an environmentally sustainable diet: eat locally, eat seasonally and eat organically. Also, make an effort to cut meat out of some or all of your meals. You won't starve, and you'll be doing a good thing for the planet.

# Professor Elgren and Students Attend Conference on Integrating Policy Into Science Education

**by Yinghan Ding '12**
*SCIENCE & TECHNOLOGY WRITER*

Two Hamilton students attended the Washington Symposium and Capitol Hill Poster Session, an event sponsored by the National Center for Science and Civic Engagement (NCSCE) held April 19-21 in Washington, DC. During the three-day conference, Will McIvor '12 and Julia Litzky '12 presented their project entitled "Are there Carcinogens in Our Furniture? An Examination of Halogenated Flame Retardants," a lab project originating from Chemistry 125, a course focusing on health and environmental chemistry. The instructor of the course, Professor of Chemistry Tim Elgren, also attended this conference.

The Washington Symposium and Capitol Hill Poster Session is designed to provide an opportunity for members of the Science Education for New Civic Engagements and Responsibilities (SENCER) community. During a poster session on Capitol Hill, participants present their work to colleagues, members of science and civic associations and organizations. In addition, participants have the opportunity to engage in personal meetings with members of their home congressional delegation, with whom they discuss how their projects might impact future legislations.

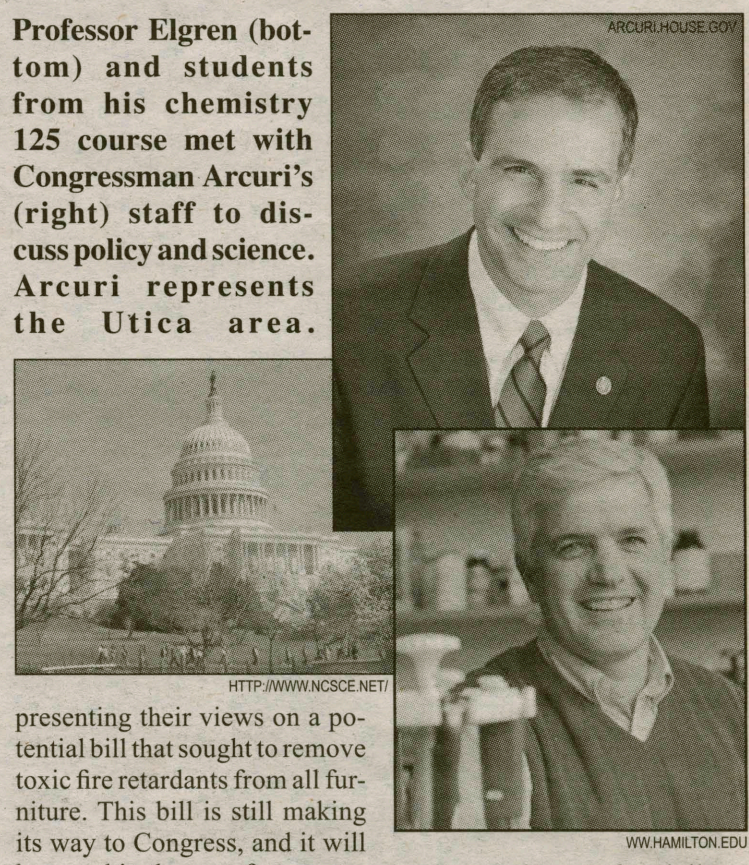
To Professor Elgren, this conference was an opportunity to showcase the skills students learned from the Chemistry 125 laboratory. The course introduced topics in the effects of toxic chemicals, and the goal was to "expose students to basic science, examine public policy and understand the science underlying the public policy issues." McIvor and Litzky were concerned with the health effects associated with fire-retardant chemicals being added in California-produced furniture. This gave rise to their investigation of whether the furniture we used here in Hamilton contains such carcinogens.

According to a legislation originated in California, furniture manufacturers are required to make their furniture in a way so that the foam inside the furniture resists exposure to an open flame up to 12 seconds. For these manufacturers, the most effective and inexpensive way to meet the standards is to add fire-retardant chemicals such as polybrominated diphenylethers (PBDEs) to the furniture.

However, these toxic chemicals evaporate from the foam gradually, and most of them settle in dust. According to a survey by the Silent Spring Institute, dust in California homes contains 10 times the concentration of PBDEs found in dust from other states and 200 times the amount in houses in Europe. This high level of PBDE has significant adverse effects on human health. Evidence has been found that it increases the risk of cancer, sterility, thyroid disorders, endocrine disruption, developmental impairment and birth defects.

Among those fire-retardant chemicals, one of the most serious ones is the Bisphenol-A (BPA), an organic compound that is known to be an endocrine disruptor. This is the focus of McIvor and Litzky's research on fire-retardant chemicals. By conducting experiments on furniture on campus, they found that the majority of furniture on campus exceeds the permissible level of BPA, which could pose health risks to the campus community.

McIvor and Litzky had the opportunity to talk to Congressman Mike Arcuri (D-Utica) during the poster session on Capitol Hill, and they discussed the case with Arcuri's science staffers, presenting their views on a potential bill that sought to remove toxic fire retardants from all furniture. This bill is still making its way to Congress, and it will be voted in the near future.


ARCURI.HOUSE.GOV

HTTP://WWW.NCSCE.NET/

WW.HAMILTON.EDU

**Professor Elgren (bottom) and students from his chemistry 125 course met with Congressman Arcuri's (right) staff to discuss policy and science. Arcuri represents the Utica area.**

When asked about how this event could impact a student's overall education experience in Hamilton, Professor Elgren responded, "Through this event, students got some exposure to some issues we face as citizens, like human and environmental health. Students got an opportunity to advocate for civil engagement, inform public policy and understand the impact of science on society. It helps students develop confidence to better understand the science underlying important issues, like health care, energy, science in the news, research and global climate change."

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# Softball Getting Consistency From Core Players

**by Brandon Leibsohn '10**
*Senior Editor*

Heading into the home stretch of the NESCAC season has given the women's softball team an opportunity to challenge itself. Although the team ended up coming away from its home series without a win against top-ranked Williams College, the team showed good fight despite losing the contests 6-2 and 8-0.

In the first game, the Continentals held the game within one run into the fifth when the Ephs broke out with two runs and then struck again with two in the seventh. The Continentals kept things close for a few innings in Game 2, but were ultimately unable to contain the Williams College offense.

Even though the playoffs are now out of reach, there is still plenty to fight for in the remaining four home games beginning on Friday. Amy Appel '13 has stepped up her play of late serving both as the starting pitcher and main offensive force.

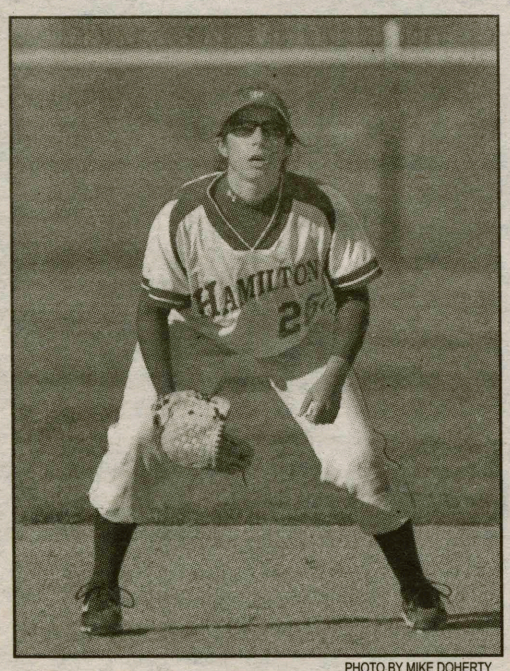
PHOTO BY MIKE DOHERTY
**Lisa Faraci '13 playing secondbase.**

Batting close to .300 and pitching in 22 of Hamilton's 26 games this season, Appel has served as a spark plug who will be better prepared to handle her key responsibilities next season. With 14 complete games already under her belt, she has shown that she can pitch with the best despite her youth.

Additionally, Lisa Faraci '13 has settled in nicely at second base and has the highest on-base percentage on the team. Given that the team has struggled offensively to get runs in the board, her presence on the basepaths and her ability to collect extra bases on her line drives will serve the team well in the future. Her defensive efforts also have proven valuable, as she has only two errors in 62 chances.

Finally, Liz Reid '11 has become the slugger for the Continentals, hitting in the clean-up spot and doing her job to drive in runs. With the team's only home run on the season, Reid has 10 RBI and leads the team in slugging percentage.

These three players will have to be the cornerstones of the team for the future. The team looks to reemerge beginning this weekend against Utica College and RIT. Utica comes to Ferguson Field with major issues of its own, as it has won only two of its last eight games. They have won only three games on the road all year, which will give the Continentals a major edge at home.

Its starting pitchers have combined to give up an average of six runs a game, providing Hamilton with a great opportunity to recover offensively before the season concludes. Yet, Appel will need to be on top of her game given that Utica boasts a strong line-up with three players who bat over .385 and six players with double-digit RBI totals.

Furthermore, RIT is coming off of its own long losing steak and coming to Hamilton without a win in its previous five games. RIT started its season strong with many wins on the road, yet it has struggled recently away from its home field.

PHOTO BY MIKE DOHERTY
**Liz Reid '11 leads the team in slugging percentage.**

Contrasting the style of Utica, RIT is strong in its pitching and possesses two pitchers who could be considered aces on most collegiate squads. Its offense has let them down and cost them any chance of coming away with a winning season. Therefore, the Continentals will need to be prepared for a pitching duel, with getting on base being the main priority.

Overall, the Continentals have a tremendous chance to finish out on a high note for their season. With four games in three days, getting back to the basics and working the count to find their pitches may provide just the spark that the team needs to enter its off-season with a sense of comfort and hope for its future.

# History of Baseball Changed by Latinos

*from* ***Baseball*** *page 20*

can Americans [in 20th century baseball] before Jackie Robinson is one of outright exclusion. The story of Hispanics is one of partial inclusion," he explained. Between 1902 and 1947, 54 Latino men played for Major League teams, and another 240 Latino men played in the Negro Leagues in the first half of the 20th century. This includes names as famous as Boston Red Sox Player and 1966 Hall of Fame inductee, Ted Williams, whose mother was Mexican.

Burgos described how team managers in the segregated MLB were able to justify bringing in Latino players on the grounds that they were "not black," but those players had to deal with racism both on and off the field. "Inclusion didn't mean equality," he said.

Much of Burgos' presentation focused on the life of Alex Pompez, a Black Latino American of Cuban parents, who Burgos credits as having "internationalized black baseball." Pompez's long career in baseball included owning Harlem's Negro League team New York Cubans from 1916 to 1950 and scouting for New York/San Francisco Giants from 1950 to 1972. During that time, he recruited players from Cuba, Panama, the Dominican Republic, Puerto Rico, Nicaragua, and Honduras.

Burgos also described how he believes Hispanics continue to be underrepresented in baseball today. He noted a recent USA Today roundtable discussion about the sport that included several high-profile names, but no Hispanics, when roughly a quarter of MLB players are Latino. He also discussed a number of race-related controversies such as LA Angel center fielder Torii Hunter's comment that Latin American players are "imposters" for black athletes and former Chicago Clubs Right Fielder Sammy Sosa's allegedly "bleached" skin. "Even Sammy Sosa has to deal with the residue of [racism] in 2010," he commented.

Vanessa Cruz-Santana '10, a baseball fan, attended the lecture. She called it "the lecture of [her] father's dreams" and said she enjoyed it. "[Burgos] brought a different take to the all-American pastime," she said.

Burgos said sports historians need to "recover and repair" the history of racial segregation in the MLB. "Understanding the history of Hispanics in baseball allows us to better appreciate the story of Jackie Robinson."

The lecture was sponsored by the Cultural Education Center, the History Department, the Athletic Department and the Dean of Faculty Office.

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# Lacrosse Succeeds

*from* ***Lacrosse*** *page 20*

won 10 of 17 faceoffs. Max Vaicus '12 got the win in net, stopping 12 shots and allowing only three goals in just over 50 minutes of play. The win brought Hamilton's record to 8-2.

On Apr. 21 the Continentals fell behind early to Skidmore and never regained their footing, ending the first quarter down 5-0. The Thoroughbreds won 11-3 and finished with a whopping 50-28 advantage in shots. Jon Leanos '12 notched two goals and three ground balls in the loss. But the Continentals bounced back from their rout at Skidmore by dominating Morrisville State 17-5 on Apr. 24 in an impressive road win. First-year Paul Armideo et a career high with five goals and Burchenal added three goals and five ground balls. Burchenal leads the team with 32 goals on the season. Leanos was a catalyst for the Continentals' offense with four assists.

The Continentals finished up their short road campaign on Tuesday, April 27, with a 21-2 thrashing of Wells College at Hamilton's Campus Road Athletic Field. First-year Simon Lai led Hamilton with three goals and two assists. However, it was a team effort, with 13 players scoring goals against Wells. The 21 goals were the most Hamilton has scored since March 13, 2007 against the University of New England. Seven first-years were able to get into the action: Lai, Chris Whelan (three goals, one assist), Armideo (two goals), Matt Hill (his first goal and assist as a Continental), David Goldstein (eight ground balls), Jared Palmer (seven ground balls), Mac Shriver (one goal), James Forrey (one goal) and Alex Thompson (one assist).

The Continentals held an amazing 51-19 shots advantage in the game and scored ten consecutive goals over the course of the second and third periods, including two man-down goals. They also held a 60-29 advantage in ground balls and won 24 of 27 faceoffs. The Continentals will finish their regular season with a game against St. Lawrence at Steuben Field on Saturday, May 1 at 1 p.m. With a win, the Continentals will qualify for the Liberty League tournament for the first time since 2006.

PHOTO BY MIKE DOHERTY

**Sophomore Midfielder Lucas Sadoff defends the ball against two RPI players.**

# Men's and Women's Crew Garner Recognition

**by Elizabeth Ruemlin '12 and Erika Decker '12**
*Sports Writers*

The men's varsity crew team has had a rough season up to this point. They have struggled since moving to the NESCAC against highly competitive teams including Wesleyan and Tufts as well as old rivals St. Lawrence and RIT.

During the weekend of Apr. 10-11, the men's team traveled to Boston to race against Wesleyan and Tufts. The varsity eight, coxed by captain Ricky Bottini '10, with stroke Gibson Hoyt '12, had a poor showing, losing both of their races. The second varsity boat, coxed by Dan Rudel '10 and stroked by Rafael de la Rosa '12, also finished behind the teams from Wesleyan and Tufts. However on Sunday, the men's varsity four, also coxed by Rudel and stroked by de la Rosa, was victorious in their race against Tufts.

The team competed against St. Lawrence the following weekend, and despite the varsity eight finishing behind both of St. Lawrence's shells, the varsity four won an exciting race, finishing a split-second ahead of the Saints and in third place overall.

"We row hard during the winter months, and it's good to see that transfer to results," said Joe Ely '12, bow seat in the four.

The most recent race was last weekend on Apr. 25 against RIT. Despite fine efforts, both of Hamilton's boats finished behind the Engineers. The Continentals will have a chance to finish strong this season with the upcoming New York State Championships this weekend and then the ECAC Championships in Worcester, Massachusetts on May 9.

"We've had some illnesses that have affected our racing this season, but we're looking forward to racing hard these next two weekends," said Bottini.

The Hamilton women's varsity team has, on the other hand, had a very successful season. The team was recently ranked 15th in the USRowing/Collegiate Rowing Coaches Association poll for Division III. On Apr. 12 the varsity eight, coxed by Sophie Breen '12 and stroked by Lily Ericsson '10 fell to Tufts but managed to beat the team from Wesleyan that was ranked #10 nationally. The second varsity and novice teams also beat the squads from Wesleyan, sweeping the school. Additionally, the second varsity boat, coxed by Laura Boynton '12 and Izzy Cannell '11, beat Tufts by almost 9 seconds. The novice boat, coxed by Kelsey Burke '13 and stroked by Rachel Johnson '13 came in second to the outfit from Tufts. On Apr. 17, the varsity eight and novice eight both lost in their races against St. Lawrence, but the second varsity eight and the varsity four, coxed by Kelsey Burke '13 and Rachel Johnson '13, were victorious.

Most recently, the women's team competed against RIT, taking first place in the race for the top-tier varsity eight shell.

Ali Boyaris '12 said she was pleased with Hamilton's progress, noting that, "We've become faster with every race."

This coming weekend, both crew teams will travel to Whitney Point, N.Y. for the New York State Championships.

Women's team captain Kendall Scott '10 feels good about her team's chances, saying, "We're in a good position going into states."

PHOTO BY MIKE DOHERTY

**The Continentals in rowing action during a crew meet earlier this year. The men have finished in the top three in each of the last five meets.**

H SPECTATOR SPORTS
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PHOTO BY MIKE DOHERTY

**Defender Jon Leanos '12, instrumental in the Continentals' success, lays a hit on one of RPI's offensive players.**

# M. Lacrosse Crushes Its Competition

## With a win Saturday, the Continentals will earn a berth in post-season play

**by Dave Meisel '13**
*Sports Editor*

The Hamilton men's lacrosse team has heated up after a slow start in Liberty League play folllowing a strong 6-0 start in non-conference games.

They have lost a little consistency due to their tough in-conference schedule, but they remain in good shape for the playoffs; they are now 9-3 overall, 3-3 since their torrid start. They have stayed afloat with some solid play on the road, with a 9-6 win against Clarkson and 17-5 defeat of Morrisville State. They took an 11-3 loss to Skidmore between those matches.

Henry Burchenal '12 paced the Continentals' win against Clarkson on Apr. 17 in Potsdam, leading all scorers with three goals. Frankie Holiber '10 and Mac Shriver '13, had a goal and assist each, and Paul Citarella '12 recorded a game-high 12 ground balls and

*see* ***Lacrosse page 19***

## Playing America's Game:

### *Lecture Highlights role of Latinos in the Desegregation of Baseball*

**by Daniel Steinman '11**
*News Writer*

Every baseball fan knows the story of Jackie Robinson, the first American-born, black player accepted into Major League Baseball (MLB), whose success would play a large part in ending the 20th century segregation of baseball. On Tuesday, April 27, Adrian Burgos Jr., Associate Professor of History at the University of Illinois, gave a lecture describing how that story falsely represents baseball's history.

Long before Robinson joined the Brooklyn Dodgers in 1947, Hispanic baseball players were already challenging the color line. "Latinos are [at] the core of the history of segregation in baseball," Burgos emphasized. This is the central theme of his book, *Playing America's Game: Baseball, Latinos, and the Color Line*, in which he dates 1872 as the first year a Latino, Cuban Estevan Enrique "Steve" Bellán, played for the National League.

The Black-Latino presence in both the Negro Leagues and MLB are underrepresented in baseball history, according to Burgos. "The story of Afri-

*see* ***Baseball page 18***

# Golf Finishes Third in NESCAC Championship

**by Kendall Weir '12**
*Sports Writer*

The Hamilton men's golf team, after losing on the weekend of Apr. 17-18 at Taconic Golf Club to Williams, lost again this weekend, despite the return of captain Brad Roche '11. Playing at Williams' home course in Williamsport, Mass., they again fell short of the NESCAC championship.

The team traveled to Williamsport on April 17 for Williams College's Spring Opener. They had been eager to get back to Taconic because the course lost eight greens since Hamilton played there last fall. Since Hamilton would be returning for the NESCAC Championships the following weekend, they looked at the Spring Opener as an important warm-up, but they could not come through in either contest.

The Continentals finished third out of six squads at the Spring Opener with a two-day team total of 625. The team showed improvement on the second day with a four-man total of 308. Roche, competing in his first tournament of the spring season, finished fifth overall with rounds of 76 and 78. Scott Blosser '12 finished ninth overall, and Riley Jorgensen '11 had a solid weekend, carding a career-best round of 76 on day two. Williams won their home tournament with an impressive total of 604.

"Even though the weather was terrible, we still managed to scrape together two decent rounds, especially with the help of Brad Roche's return," said L.J. Scurfield '12.

Hamilton returned to Taconic the following weekend (April 24-25) to compete in the NESCAC Championships against Trinity, Middlebury, and Williams. Winning the NESCAC Championship to advance to the NCAA Division III tournament has been the team's vision for years. Last spring the Continentals missed that target by just three strokes.

"We came so close to qualifying last spring and the goal all year has been to win NESCACs," said Blosser.

In this year's championship tournament, captain Phil Preiss '10 placed seventh individually with a 73 on day two, and Roche posted rounds of 78 and 77 to finish tenth overall. Despite solid play from Hamilton's standouts, the team was overmatched by Trinity College, which defeated the rest of the field by a wide margin. Led by sophomore Alex Birmingham, Trinity won the tournament with a two-day total of 598 and will compete in the 2010 NCAA Division III championship in Hershey, Pennsylvania. It was the first NESCAC championship for Trinity's golf program.

Hans Schulte '13 ended his rookie year on a high note, leading the Continentals to a sixth-place finish with rounds of 75 and 77. His 75 on the first day was Hamilton's lowest round of the weekend.

"The team had a lot of confidence going into the tournament and our captains did a great job getting us fired up to play. Unfortunately, Trinity played lights-out golf so you have to give them credit on a great weekend," said Blosser.

Despite being abroad this semester, Roche was able to contribute some solid late-season performances for Hamilton, posting four sub-80 rounds at Taconic during the two tournaments.

In addition to losing Preiss for next season, the men's golf team will lose considerable depth in the fall because current starters Blosser and Scurfield will both be studying abroad.

However, head coach Albert Highducheck will be counting on returning starters like captain Roche, Jorgensen, Will Kresock '11, Schulte '13, and Knute Gailor '13 to keep the Continentals competitive in the NESCAC.

PHOTO BY MIKE DOHERTY

**Hans Schulte '13 chips in.**